

# The CLEARING HOUSE

*November*  
1953

Vol. 28  
No. 3

*Refer to:*

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## A Staggering READING PROBLEM

By VIVIAN ZINKIN

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## Is There Room for the Next 1,000,000,000 PEOPLE?

By PAUL H. LANDIS

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*A faculty journal for junior and senior high schools*

VOL. 28

NOVEMBER 1953

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We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

Subscription Offices: 450 Ahnaip Street, Menasha, Wis., and 203 Lexington Ave., Sweet Springs, Mo.

THE CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Inor Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September through May of each year.

Subscription price: \$4.00 a year. Two years for \$6.60 if cash accompanies order. Single copies, 50 cents. Subscriptions for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries and Canada, \$4.60 a year, payment in American funds. Printed in U.S.A. Entered as second class matter at the post office at Menasha, Wisconsin, under the act of March 3, 1879.

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*Coming January 1, 1953*

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

VOL. 28

NOVEMBER 1953

No. 3

# A Staggering READING PROBLEM

*And how far South  
High has progressed*

By  
VIVIAN ZINKIN

*Do we hafta read? Do we hafta look at books? Can't we do something else?*

These are the plaintive cries of many incoming freshmen at South Side High School, situated in the industrial city of Newark, N. J. These are the sad wails of many who have already endured eight or more years of exposure to books in our elementary schools and who are now embarking on a four-year stint to obtain the coveted high-school diploma. These are the laments of those whom we, as teachers of English, are to initiate into the delights of literature.

For we do have a serious reading situation at South Side that is at once the hope and despair of every member of the English department. Of the 247 entering freshmen who were tested in September 1952, over 50 per cent were reading at or below the sixth-grade level. Seventeen and four-tenths per cent of these pupils tested at the sixth-grade level, 18 per cent at the fifth, 8.9 per cent at the fourth, 5.2 per cent at the third, and 1.6 per cent at the second. Only 20 per cent of those tested were at or above the ninth-grade level.

Incoming freshmen at the midyear in February 1953 indicated a similar range of reading abilities, with 50 per cent again at or below the sixth-grade level and with a little less than 20 per cent at or above the ninth.

These statistics merely suggest the scope of the problem, for it is not one that is concerned only with undeveloped or meager pupil abilities. If it were simply a matter of developing greater power through the analysis of particular weaknesses and the administering of corrective and remedial exercises, the problem would be a comparatively easy one. But ours is not so simple.

It is not that these pupils *cannot* read but rather that they *will* not read. It is not a question of stimulating their interest, of giving them thirst—*leur donner soif*, as the French say—but rather of creating among those who have quenched their thirst to the saturation point, with perhaps unhealthy drink, a slight craving, a faint realization of thirst again.

At least a third of the boys and girls coming to us have gone only half of the distance toward our reading goal. That we, the teachers, know this is of comparatively little importance; but that they, the pupils, know it and have known it long before entering high school creates a complicated and discouraging situation.

These pupils come to us with a keen sense of failure. They have found neither pleasure nor help in books, but rather a constant reminder of their helplessness before them, of the fact that they were licked by them. Naturally, they don't want to be

reminded of that failure again. And so they wrap themselves up in seeming layers of apathy as a protection against renewed smarts of the whip of failure. Those who have not yet learned how to insulate themselves against pain, who are still sore, cry out in resentment against books, against the printed words that tease them to an awareness of ineptitude.

On their arrival, then, the pupils present the symptoms of a serious disease: they cannot and they will not read. So much we know. But a disease cannot be cured when only the symptoms are known. One must know also the cause. Here we are so far quite ignorant. We cannot say that this or that one cannot read because he is deficient in intelligence, for the intelligence test administered in this school and in most schools of the secondary level remains a reading test. Nor do we know why a particular pupil has failed so markedly in his previous schooling.

We cannot say that failure results from methods used in teaching reading on the elementary level, nor can we say that it results from particular policies, such as social promotion, governing elementary-school procedures. No objective studies of the causes for failure among these particular pupils have yet been made. We don't know whether failure results from broken home situations or from homes lacking the tradition of culture or from foreign-language backgrounds. We don't know yet to what degree mass media of communication, which seem to foster the development of the passive participant, have contributed to the apathy of our pupils. What we do know is that we are confronted by the apathetic or resentful so-called non-reader.

The teacher, then, knows what type of pupil confronts him. But what type of teacher is it that confronts the pupil? A sincere and honest one, certainly; one often well-grounded in literature, loving books, hoping to transmit through the contagion of his own enthusiasm a pleasure great

enough to stimulate not only the joy of the moment in the immediate discussion but also one strong enough to prompt the pupil to go off by himself to seek a similar gratification. But knowledge of and pleasure in the written word, even an overflowing enthusiasm and a keen desire to teach, are not enough.

The teacher finds his ardor bouncing off a thick wall of apathy with a dull thud. The tried methods and devices and approaches that have usually been successful with so-called average classes often fail here. There is no mental electricity, no pleasure, no thought, no comprehension; no, not even *incomprehension*, just—numbness. And the teacher can't get through. Why?

Is it because the teacher is still trying to teach literature to pupils who can't read? Is it because the teacher does not realize that his pupils have not yet mastered the basic reading skills? Is it that the teacher does not know how to develop those particular skills, the mastery of which has heretofore been regarded as the responsibility of the elementary school?

How many secondary-school teachers who now are preparing or have already prepared for the teaching of English in the high schools are equipped by their training to cope successfully with this type of problem? How many teachers colleges offer to or require of their teaching candidates courses in the development of reading skills? How many of them even *suggest* workable methods for developing greater language power in that now alarmingly large segment of the high-school population showing retardation?

We, who have been trying, searching, experimenting, know that there are no fool-proof methods. We know, so far, that we must continue by trial and error and hope that it will not be the error that will predominate. Nevertheless, in our teaching attempts there is unfortunately much error, and failures in procedure begin to leave their mark on the teacher.

Instead of the contagion of teacher enthusiasm there is the infection of pupil failure, which noxiously creates despondence in all those who are immediately involved. Instead of generating mental electricity the teacher is overcome by the general apathy; instead of transmitting enthusiasm the teacher is exasperated by the general numbness. The pupils may be bogged down when the term begins. It's not long before the teacher is down there with them.

We have, then, the apathetic or resentful pupil, the patient and willing but bewildered teacher. Is that the extent of the problem? No, it goes considerably beyond that. Let us imagine for the purposes of this discussion that the pupil's negative attitude has been overcome and that the teacher has, with a particular group or groups, hit upon an approach that whets the appetite for the written word—no mean accomplishment, I assure you. Is the problem now solved? Do class and teacher go merrily on their way satisfying this feeble appetite, nourishing it, increasing it, and finally voraciously devouring the printed page in an exultant effort to satisfy it? Would that it were so!

I must confess that that happy state of the insatiable reading appetite has not yet been achieved by any of our groups. For want of pupil interest? No. For want of successful teaching technique? Again, no. It is for want of the wherewithal to satisfy and then to make greedy the nascent appetite. Where is the material to tempt the fourteen- to sixteen-year-old adolescent, couched in such language that it may be read with ease and pleasure by the seven- to eleven-year-old? Here is the crux of the problem. For these are our pupils: chronological age from fourteen to sixteen, reading age from seven to eleven!

I shall limit this discussion to reading fare designed for and available to the incoming ninth grader. The adventure stories, legends and myths, and tales of teen-agers usually deemed appropriate for this age

#### EDITOR'S NOTE

*If you think the reading problem in your school is serious, what would you call the situation in South Side High School, Newark, N. J.? About 50% of the incoming ninth-grade pupils have reading abilities at or below the sixth-grade level—while only about 20% read at or above the ninth-grade level. Miss Zinkin, who teaches English in the school, explains just how far her department has been able to analyze the problem, and what has been accomplished.*

level are in language comprehensible to boys or girls who can read at or above, let us say, the seventh-grade level. The boy or girl who reads between the second- and sixth-grade level—that is, in the age group between seven and eleven years—is lost. The vocabulary, sentence structure, narrative structure and frequent nuances of style are beyond him. Yet he is interested in the subject matter.

He, too, will delight in stories of baseball prowess, legendary heroism, bold fantasy. He has both sympathy and empathy for the adolescent caught in a dilemma, not only for the adolescent—"grown up" situation or the boy-boy, girl-girl relationship, but also for the boy-girl relationship. In fact, his interest in the latter is often greater and more precocious than that of his fellows of superior academic attainments.

A story such as *Let the Hurricane Roar*, by Rose Wilder Lane, succeeds with almost all classes. Here is a simple but powerful tale, pitting two young people still in their teens (The teen age has extraordinary attraction for the teen-ager.) against the elements. The characters are few, yet clearly defined; the plot is simple; the action bold; the narrative quality powerful. Here is sure-fire magic for all. The feeblest reader appears to be pulled into the story along with the rest. Many who have previously shown only an aversion for books take this



one home and gobble up the tale in one evening.

Another story, *Wild Bill Hickock*, is quite different in subject matter and rather lacking in style, but it also has some appeal for our pupils. But the number of books that offer genuine pleasure to these halting readers and that can boast of some literary merit is unfortunately still meager.

We know that publishers are concerned with this need and that they are making great efforts to supply the necessary material, but it does not come to us fast enough. We are forced to resort to seventh- and eighth-grade anthologies for material that can be understood and enjoyed by these pupils. In these collections we find an abundance of animal and Indian stories, adaptations of fairy tales, and more of the like. Those few pupils who seem to be drawn occasionally toward reading find delight in comic books, in space fiction, in such worthy periodicals as *Secrets* and *Tan*. They seek the tender romance of love or the robust fantasy of technological daring. We give them instead the romance of animals and Indians, a diet which they reject.

Such is the three-sided problem as it presents itself at South Side High School. It is a problem which concerns fifty per cent of our incoming freshmen. What are we doing about it? Certainly we haven't solved it, but we have made one great step forward in the attempt to do so. We no longer play the role of the ostrich; we've taken our heads out of the sand and looked the problem straight in the face. We're experimenting.

We've found that the course of study in English drawn up for the average pupil and watered down for the retarded simply cannot function successfully with the latter. For that reason, we have roughly divided our pupils into two groups: those who can follow the regular city program and those who must follow a special program. These can hardly be called homogeneous groups, for in the lower level there is a spread of reading abilities between the second and

the sixth grade while in the upper group the range is between the seventh and sixteenth grade. It is the lower group that concerns us here.

We try, first of all, to find out the capabilities of each child when he enters and proceed from that level rather than from the one at which we think he should be. For example, to develop the basic reading skills we are using texts designed for the fourth through the sixth grades. We have as yet no material for those retarded at the second-grade level. Within a single class, boys and girls work in groups at the fourth-, fifth-, or sixth-year level, according to their particular needs.

We also try to determine what the reading interest, if any, of the pupil may be. If he reads nothing but comics, we have occasionally started the work in reading with this form of expression. One term we were able to get several editions of classic comics issued by one of the local newspapers.

We use audio-visual aids whenever possible to stimulate interest, to vary the program, or to follow up previous classroom work. We often tell or read aloud to the class the beginnings of stories so as to stimulate curiosity to the point that the pupils will continue the tale by themselves. In every semester of the four years of high school we try systematically to develop greater power in reading.

We pool our findings, in either departmental meetings or in informal meetings of teachers who are working with the same material. We report what devices we have tried and whether they have succeeded or failed; we discuss various approaches; we try to classify material for particular grade levels; we have already evolved and are trying to perfect a course of study that will *work* with the pupils who come to us for help. We have not yet succeeded, but we are trying—hard!

We need help, primarily in materials. I cite this as the first need because our pupils are with us always and we must have the

wherewithal to help them or they and we are lost. I repeat, we need matter appealing to the adolescent interest but expressed in language easily digested by pupils retarded between three and seven years. Having the material will not solve the problem, however; it will help only in our immediate

dealing with it. When we have found out exactly why it is that these pupils are so extremely retarded, when we have diagnosed the causes of their serious malady, then and only then will there be the possibility of an effective cure. In the meantime we must do what we can.



## \*   \*   *Tricks of the Trade*   \*   \*

By TED GORDON

**PLASTERED IN PARIS!**—When Plaster of Paris is being used to patch cracked walls, etc., mix it with vinegar instead of water. The vinegar will delay the hardening process and enable you to do a neat and more economical job.—*Western Family*.

**PICTURE SHOW**—The art department purchased twenty good-looking picture frames, complete with glass, but with a back arrangement which made assembling easy. These frames have been put in the main halls and in the lunchroom. Each week new pictures made by art students are put in the frames. The result is a never-failing source of interest and attention on the part of hundreds of students and parents.—*L. Edmond Leipold*, Prin., Nokomis Jr. High School, Minneapolis, Minn.

**LIBRARY TIME-SAVER**—Cataloging and classification, which is the technical side of library work, is time-consuming for



**EDITOR'S NOTE:** Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

the busy school librarian. Here is a solution. Ready-made catalog cards are available for purchase at minimum cost through the Library of Congress or the H. W. Wilson Company. By using the printed library cards, the school librarian has more time to devote to teachers, students, and school library administration.—*Mrs. Jeanne S. Eble*, Head Librarian, Highland Park, Mich., High School.

**PAIRED PROPAGANDA PROJECT**—Objective: To obtain a collection of (1) responsible propaganda that is rational education of public opinion; (2) irresponsible, distorted propaganda on civic, national, and international issues. Examples: may be from any media which are distributed, mimeographed, printed, broadcast, or televised. Use cartoons, headlines, paragraphs from newspapers or magazines, published photographs, or selections from radio or TV programs. Method: Select two examples which seem to you (1) the most responsible; (2) the most irresponsible. Mount your two examples on  $8\frac{1}{2} \times 11$ " paper. Give the exact and complete source of the material. At the bottom of the page on which the example is mounted, state in a few sentences your reasons for choosing the example. Try to analyze the propaganda technique used, and to evaluate it.—*Ophelia K. Henderson*, Fort Scott, Kans., Sr. High School and Junior College.

# *Is There Room for the Next* 1,000,000,000 PEOPLE?

By  
PAUL H. LANDIS

TODAY MAN faces the choice of limiting birth on a world-wide scale or, in the near future, catastrophe like the "black death," the elimination of millions by warfare, mass starvation on a scale never heretofore known, or the gradual lowering of the level of nutrition and health of all mankind.

Whether or not the world in the years ahead actually experiences catastrophe through unregulated population increase will depend upon the resources which education can command and employ on a world-wide scale in the immediate future.

For the first time in history all parts of the world are in close contact. The benefits of western medicine and the produce of western agriculture are being dispersed globally. This means life saving on an unprecedented scale in the densely populated areas of the world, and consequently, unprecedented population increase.

Only as a vigorous educational campaign accompanies these humanitarian benefits can humanity long provide for its own increase, for in most parts of the world still the birth rate is in the *mores*, not in the rational calculations of men.

A quarter century ago, Edward Alsworth Ross, Wisconsin sociologist, wrote a book entitled *Standing Room Only*, in which he depicted the coming struggle for space. He had observed the crowding of peoples in the Orient, and foresaw the day when men everywhere would struggle for food and space, as those famine-ridden millions of the East have done for centuries.

During Doctor Ross's eighty-five-year life-

time, the population of the world increased by a billion people, from 1.4 billions to 2.4 billions. At present rates of increase another billion will be added in less than seventy years.

An optimist looking at these facts argues, "Why fear? Conditions everywhere are better than they were a hundred years ago." And the population of the world has more than doubled since Thomas R. Malthus, English clergyman, wrote his world-famous essay on population, warning man that he must bring his numbers into check or expect nature to cut off the increase through pestilence, plague, famine, and war.

English-speaking peoples to whom Malthus addressed his book have increased manyfold; their conditions of living have improved immeasurably. Generally speaking, conditions of living throughout the entire world have improved. There is less hunger, less disease, less famine, less destruction by the elements. But remember it was during this time that population overflowed into those large, relatively vacant areas of the world: the Americas, Australia, New Zealand, Africa, and islands of the Pacific.

Malthus was not wrong in his essential theory of population. He was just ahead of time. It is the death rate alone that has throughout the centuries kept the rate of human increase down. Since Western man has brought the death rate under control, he has learned to restrict his increase by limiting births.

Now it is the spread of Western man's ability to control the death rate among

peoples who do not control their birth rate that places the threat of overpopulation at the forefront of international problems. The controlled reproduction of the West and the uncontrolled fertility of the East—two conflicting family practices—can no longer survive in the world together.

Let the old forces of famine, plague, and natural calamity operate, and we need not fear the overpopulation of the globe. But we in the West now face the destiny of conquering the death rate in every corner of the earth. As we take the benefits of medical science everywhere, death rates drop. There looms before us the specter of overwhelming population increase. New population must be fed or misery increases. Unless we build up production more rapidly than population, there can be no progress, only greater privation.

Is there an answer?

Yes, it is the one Malthus gave: voluntarily reduce numbers to the limits of subsistence and thereby keep nature from cutting off the increase by her cruel and relentless methods. The technique need not be continence, delayed marriage, or celibacy, as Malthus recommended. It can be birth limitation within marriage. This method of Western man seems to offer the only hope for restricting numbers throughout the world in an age of a controlled death rate.

But how is that to be achieved?

In the industrialized world, the practice of birth limitation has been adopted by all, beginning among the more informed and ranging downward. The extent to which all classes have adopted a policy of family limitation has been determined by their aspirations. As each group has shared in a high level of living, as they have been able to aspire to the good things of life—schooling, automobiles, fur coats, home luxuries, vacations, travel—they have limited their families to be able to realize these aspirations.

The more miserable a people, short of actual famine, the more plagued by hunger

and want, the more they exercise their powers of reproduction. It was observed long ago among the Hebrews during their exile in Egypt that the more they were downtrodden, the more they multiplied.

The aspirations of mankind have been raised wherever industry has gone, for industry relieves the masses of the stark fear of want of daily bread and permits them to share in life's luxuries.

The first step in controlling the world birth rate, then, if the sequence of change that has developed in industrial society is to be followed, is to raise the level of living of families in backward areas so that they do not have to fight for basic necessities to the point where hunger and sex, the primeval appetites, constitute the main values of life.

Can the aspirations of too prolific peoples in the Orient and elsewhere be raised sufficiently to motivate them to substitute luxuries for numerous offspring? If so, it is possible that the same principles of family limitation would operate.

Unfortunately there is little hope of multiplying production in these areas to the point where the masses can share the good things of life in abundance.

Take India, for example.<sup>1</sup> Under the in-

<sup>1</sup>Since this was written, the Indian government has taken a stand favorable to birth control. I

#### EDITOR'S NOTE

*"Teachers," writes Dr. Landis, "should occasionally have their sights raised to take into account some problems of larger scope than matters of educational routine." The larger problem that he writes about for teachers is that of world population. Shall we let population increase without thought of controlling it—or should we begin to plan population limits according to an ideal of the best use of our planet's facilities? Dr. Landis is State Professor of Rural Sociology, State College of Washington, at Pullman.*

fluence of British improvements in India, the population increased from approximately 306 million in 1921 to 389 million (including Pakistan) in 1941. This was not a large rate of increase compared to that which the United States experienced during the nineteenth century. But in India millions already suffer from famine periodically and other millions live chronically undernourished from birth till death.

It would take a miracle to increase production in India to the point where the health and hopes of the masses could be raised in the face of even a modest increase in numbers.

United States production for several decades increased about 3 per cent annually. As Warren S. Thompson, dean of American population authorities, points out, it was only after 1890 when population increase fell to 2 per cent annually, and later to 1.5 per cent, that the masses were able to hope for a high level of living.

Where are the mineral resources, the new lands, the skilled workers, the trained leaders, the capital resources, the technological devices necessary to provide adequately for India's present 400 million, to say nothing of an annual increase?

Give India the level of living and health that will reduce the death rate from 30 per thousand to our 10 per thousand, and continue her present birth rate of 45 per thousand population, and by the end of the century she would have approximately 2,400,000,000 people, or a population equal-

ing that of the entire world at this time.

China and south and east Asia now have a billion of the world's people and are capable of similar increase.

During the past two decades, the world growth rate has been one per cent a year. At this rate, the world's population will be 17 billion in 200 years; 34 billion in 270 years, and so on up. "The curve of population growth is an inexorable thing—either we control it, or nature does."

It is obvious that the world could not long sustain a nation which achieved the Western death rate without adopting some means for limiting its birth rate. Yet it is within our power today to bring the death rate of all nations of the world temporarily under control. The word "temporarily" is used advisedly. Food shortage in the end can defeat the best medical science, for there is no medical cure for starvation.

Take the case of Japan. In 1950, Japan had a density of 3,640 persons per square mile of arable land—a density about three times that of Germany and Italy and even greater than that of India. Before the war, her natural increase was about a million a year.

Under the influence of health measures introduced during the occupation, the population increase has jumped to one and two-thirds million a year, a rate that would double her population in thirty-three years. If this rate should continue, her population will rise from 83,000,000 in 1950 to 115,000,000 in 1980.

This rapid increase has been brought about in part by an upturn in the birth rate, but the most important factor was the introduction of Western methods of life saving, which resulted in a drop in the death rate from 29.2 per thousand in 1945 to 11.4 per thousand in 1949.

Can anything be done to improve food supply? Agriculture and technology must be improved in all parts of the world. Two-thirds of the world's people are still predominately agricultural and most of the

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talked with a representative of the World League for Birth Control in Stockholm during the summer. She reported that the World Congress on Birth Control there was given a warm reception by Nehru and other leaders of the Indian government. The United Nations is now giving to the government of India technical assistance for studies of population in selected areas. In connection with the discussion of this program in the United Nations, the United States delegate stated the opinion that the entire program of technical assistance was "doomed in the end to bog down in the Malthusian quagmire" unless steps for population control were instituted. The study program was passed without a dissenting vote.



agriculture is, primitive indeed. Three-fourths of the world's peoples are backward in economic development. Immense improvement is possible. Every effort should be made by the advanced fourth of the world's peoples to increase food supply and the free flow of goods, but this cannot be enough if birth rates of over-populated areas remain unchecked and we continue to offer to them the life-saving means of disease control. The prosperous one-fourth cannot carry the load of developing and supporting the backward three-fourths of the world's economy.

Paul B. Sears, Chairman of Yale University's Conservation Program, sees in technology man's hope, "if there is any." "We can assume," he says ironically, "that prayer, in the conventional sense, has been tried—if the petitions of hungry millions throughout the centuries mean anything."

The world now supports around 2.4 billion people. It perhaps could sustain a maximum of somewhere between 5 and 10 billion, but to do so would require a maximum of free migration between continents and nations and the exertion of all human effort toward producing the maximum of food. Is man willing to devote all his energies to feeding the world, as will be required in a hundred to a hundred fifty years, assuming present rates of population growth?

Certainly individualized Western man has reached the point where he is unwilling to devote his full energies to food supply. The dream of luxuries, of leisure which comes from having plenty, has motivated him to cross oceans in quest of spices, and has led him to penetrate nature's deep secrets with microscope and telescope. He will not willingly settle for a life motivated primarily by a struggle for appeasement of hunger. He can hardly conceive of the fact that millions live on that level already.

Family philosophies of reproduction will decide whether all humanity will eventually sink to the level of quest for daily bread,

or whether a controlled birth rate and an efficient agricultural and industrial economy will come to prevail everywhere. In a world of international contacts, it is doubtful whether both kinds of reproductive mores will permanently survive.

In cultures where man has become resigned to necessity throughout the centuries, the religious and philosophical systems are fatalistic in the extreme. Man consigns himself to the privations that seem to be his inevitable lot. Such philosophies are the real handicap to the spread of family limitation practices in areas of the world where they are most needed. The idea of regulating the size of the family for the sake of a better level of living is not in the scheme of values of peoples who suffer the greatest privation already.

The privilege of marrying early and participating freely in sexual relations without the penalty of numerous offspring is still the prerogative of a small sector of mankind. It is not even in the hopes or plans of people of backward cultures.

Our first obligation in world leadership is to see that any developments which make for life saving in over-populated nations are accompanied by aggressive educational campaigns aimed at changing family philosophies and by medical programs focused on population control.

Kingsly Davis, Columbia University sociologist, suggests a stark alternative to trying to bring population growth under control. He suggests that if some great catastrophe, like plague or atomic bombs, should suddenly strike at the densely populated areas of the world, wiping out millions of people, it would relieve pressure on the means of subsistence and perhaps jar people out of their customary routine and permit starting life anew with a higher level of aspiration. The black death in Europe was such a catastrophe. It wiped out entire populations, destroying at the same time many old taboos that had barred change.

"Of course," Davis concludes, "a solution

of the world's ills through death seems a bitter prospect, and one that we should like universally to avoid. . . . If mortality proves to be the price of progress, it will be because mankind is too stupid to pay another and much lesser price—the control of fertility."

Will the age-old customs of the Orient yield to the pressure of science in the field of family limitation? Such customs do not change readily, but on the success of our educational effort here depends the future of at least half, and perhaps even all of mankind.



## Did You Help Break a Law Today?

Ignorance is no excuse in breaking the law. Yet every day probably thousands of teachers break some law through ignorance.

A recent survey of one of our larger schools in Georgia showed that none of the teachers of that school knew about the nine special days we are required by law to observe in our Georgia schools. Of course, the majority had observed Thanksgiving Day, Lee's Birthday, Georgia Day, and Washington's Birthday; but few even knew of the correct date of Uncle Remus Day, Arbor and Bird Day, Alexander H. Stephens' Birthday and Crawford W. Long's Birthday. The law requires, however, that we observe these days with "appropriate exercises" in school.

The same survey determined that only one teacher in that school knew the Georgia law requiring that "on Temperance Day at least two hours shall be devoted in the public schools to a

program, which shall be educational in nature, teaching the good of temperance and prohibition, and the evils of intemperance and disobedience of law." (Acts 1933, pp. 183, 184) Not knowing the law, the teachers failed to observe the State's Temperance Day.

Have you taken your pupils on a field trip recently? If so, did you take them on the school bus? One of the more common ways of breaking a school law in some states is to use the school bus for illegal purposes. It has been decided by the courts that the statutory power to provide transportation "to and from schools does not include authority to use school buses and school funds in the transportation of pupils to athletic contests, spelling contests, oratorical contests, motion picture shows, or in the transportation of teachers to teachers' institutes and conventions, and the like."—PAULINE D. SMITH and Others in *Georgia Education Journal*.

## Etiquette for Supervisors

Dear Supervisor: You have visited the groups which meet in room X many times, but I have never taken the opportunity to let you know how the classes and I react to your visits. Won't you consider these suggestions, offered in the hope that all of us may find your observations pleasant and profitable?

1. Determine the purpose of a specific visit, but, please, don't keep it a secret.
2. If possible be present before the class begins. We may have to find an extra seat for you.
3. Stay for the full period whenever feasible. At times you may think we are running a three-ring circus, but it is always just a single feature. Why not see it through?
4. Sit where you can watch the students. You can see the teacher or look out your own window anytime.
5. Please don't take copious notes while you are with us. You may be just catching up with your

personal correspondence, but we always suspect the worst.

6. Look for something good in our room. We don't want you to remember only the dust on the chalk rail.

7. If you have "dropped in" at a time inconvenient to the class or me, please don't stay. Make a date to return another period. There are times when we prefer to be alone.

8. Follow up your observation by definite action, suggestion, question, or comment. A "bread and butter" note is not expected.

9. Relax. Then we can do the same.

10. Smile. You are among friends.

As long as we are both striving to provide a meaningful education for the young Americans entrusted to our care, let's coordinate our efforts. We'll both be happier, knowing that we are giving our very best. Sincerely Yours, A Classroom Teacher  
—*New Jersey Educational Review*.

# *Why split education into* **GENERAL, SPECIAL?**

By CHARLES A. TONSOR

TODAY, MUCH is made of general education and special education even where the core curriculum rules. Education is a single process; the student a single person. He does not live a "general" life part of the time and a "specialized life" another part. Education for life adjustment tends to emphasize a separation that in fact does not exist. Students live a democratic life that is all inclusive, that may have various phases, but all of them are integrated into what we call the life of the individual.

The single, over-all purpose of education is to develop youth to live in a democratic society, a life which is worthy and valued by the community and satisfying to himself—yet just *one* life. And historically education has been just this; the "general education" and the "special education" have not been sharply defined because only later could it be said which was which. For the student who later decided to enter medicine mathematics was "general education"; for the engineer, special education. And for the former biology was special education, and for the latter, general education. Yet both took the same biology. And for the student who went into business, both were general education.

Living in a society, worthy membership in a society is a unitary process; it includes all phases of life, not just *one*. Education for life adjustment, if it implies our present education is not, is a misnomer unless life has been so compartmentalized that each student can be shunted to a given occupation like a tool into a bin. All education is vocational education if the individual uses it in making a living. Not just vocational educa-

tion but all education has three definite purposes: (1) the formation of desirable attitudes, (2) the acquisition of knowledge of various sorts, (3) the development of skills.

Attitudes represent our mental and emotional reaction to persons, places, tasks and what have you. Our likes, dislikes, habits, characteristics, personality traits are constantly operating wherever we are and whatever the circumstances. They can make us or break us. Attitudes are general; they operate at any time and in any place, perhaps more intensely under certain situations.

Work habits result from attitudes and, vice versa, attitudes result from work habits. Orderliness is a general habit which operates elsewhere than just at work. Precision (accuracy) is similarly general. The development of finer discriminations is a phase of this attitude operative throughout life. Economy of effort, time, and material is also general. The student who wastes time in the way he studies is like the mechanic who wastes time setting up his machine.

Cooperation is another attitude that is not limited to special education. The student lives his life with and among others and for the best of it must learn to cooperate with them. The development of attitudes in "general education" produces an outcome which functions in a "special education." The "Syllabus on Manners and Conduct of Life," adopted by the Board of Superintendents of the Board of Education, City of New York, May 4, 1917, certainly points the way to the training of the child "in the way he should go." Every advocate of life adjustment as a novel panacea for our educational ills and every

## EDITOR'S NOTE

*As Dr. Tonsor holds up the problem of general education and special education for our consideration, it assumes a sort of Alice-in-Wonderland quality, with "general" and "special" changing identities and places until it's enough to get Alice stupefied. The author, principal of Grover Cleveland High School in Brooklyn, N. Y., suggests that secondary education can do its job best by not attempting to split itself (and the student) in two.*

proponent of general education should read that syllabus. If that isn't what general education seeks to achieve, what is?

Knowledge is both general and specific depending on *how* it is used. A student who goes into business may learn about the principles of the lever yet never use them except in doing odd jobs about his home; an engineer will use them frequently. Only as he *has begun his vocation* will the knowledge be special education, and he will then convert his general into vocational information or take special courses relating to the field in which he now is. Even such matters as making drawings, reading blue prints or diagrams, using formulae may be either general or special depending on what the individual *does* for a living.

There is no telling what is knowledge one *must* know from what is knowledge that is *nice to know* until the individual has *entered* a vocation. Many engineers have become business executives, for which field they had no special education. What of all their "must know" education for engineering? Was it general or special? How does one use stress-strain relation or mechanics of materials with a board of directors?

Skills also are general as well as special,

being often mental rather than physical and hence easily transferable from field to field. Skill in imparting information to others, listening, handling people, interpreting data, organization, planning, solving problems, is by no means a function solely of "special education." Even skills involving manual dexterity are not limited to specific vocations. The difference between a house owner making minor repairs and a skilled mechanic is one of *degree*. The mechanic can do, has the knowledge to make decisions, and desires to do the job the way it should be done. So has the householder. But since the mechanic does the same thing over and over again, the product will be better because of the concentration on the skill and the knowledge accumulated through experience.

Secondary education does the best job of training when it does not divide the student's education into half general, half special, or any other proportion. No one can tell what the specific specialty will be that the person will need. Each employer will want a skill exercised *his way* unless the machine is conventional and the man an automaton. Every one of the objectives listed for general education serves also for special education—writing and speaking well; thinking clearly; making wise choices; developing correct personal habits; developing effective citizenship; learning family and marital adjustment; learning about world problems; understanding scientific processes; appreciating the arts; getting along with people; developing a philosophy of life. Every one of these holds equally for general and special education.

Every teacher teaches both. No teacher can decide which is which—not even the student—only the future can make the decision. Why split education down the middle?



Isn't it odd that men who need a new suit and women who need a new hat every season haven't changed the appearance of their classrooms in 25 years?—ALLAN A. GLATTHORN in *Pennsylvania School Journal*.

# GLOBAL JOURNEY

## via PAMPHLETS

By  
LEONARD S. KENWORTHY

SOME PEOPLE say the world is growing smaller. In a sense it is. But in another sense it is constantly growing larger, since informed citizens must now know about every part of the globe instead of merely being acquainted with western Europe and a few other spots—which is all that used to be required.

The best way to become acquainted with this expanding world is by travel. But since that is impossible for most of us, the next best ways are through films and through books and pamphlets.

A year and a half ago the writer suggested a short list of books for "Reading Ourselves Around the World" (*Clearing House*, Vol. 26, No. 9, May 1952). The response to that article has prompted him to propose another global journey, this time via pamphlets. For some this will be a second journey, revisiting places and meeting people accosted on last year's trip. For some it will be their first global flight. For all it can be an exciting, educational tour.

### *Orientation to the World*

As preparation for this tour the writer suggests four possible "Baedekers" or travel guides:

Stringfellow Barr: *Let's Join the Human Race*. Chicago: University of Chicago Press, 1950. 30 pp., 25 cents.

A classic in this field. Especially good on who the people of the world are, the importance of TVA projects, and the need for world government.

Harold R. Isaacs: *Two-Thirds of the World*. Washington: The Public Affairs Institute, 1950. 64 pp., 40 cents.

Emphasizes the need for aid to the two-thirds of

the world in Asia, Africa, and Latin-American which are underdeveloped.

William S. Roeder: *Geography and Human Affairs*. New York: Oxford Book Co., 1951. 60 pp., 30 cents.

A readable high-school textbook in pamphlet form stressing globes and maps, the distribution of the human race, topography and human affairs, and climate.

Department of Public Information of UN: *World Facts and Figures*. New York: United Nations, 1952. 32 pp., 25 cents.

Simplified story of the world today in figures on population, longevity, food, health, and resources.

### *Glimpse into Contemporary Europe*

Most of us know something about Europe. But our information is very likely to be out of date. To bring us abreast of developments in that important sector of the world the following booklets are recommended:

Saul K. Padover: *France: Setting or Rising Star?* New York: Foreign Policy Association, 1950. 64 pp., 35 cents.

Deals with political institutions and parties, the social scene and economy, and France's role in the world.

Marina Salvin: *Neutralism in France and Germany*. New York: Carnegie Endowment, 1951. 36 pp., 10 cents.

The causes, basic tenets, extent, and chief leaders of neutralism in France and Germany, treated separately.

Franz L. Neumann: *German Democracy: 1950*. New York: Carnegie Endowment, 1950. 48 pp., 10 cents.

The four chapters deal with the basic law of 1949, German society and politics, political parties, and rearmament and democracy.

Massimo Salvadori: *Italy*. New York: Foreign Policy Association, 1951. 62 pp., 35 cents.

A Headline Book on the Italians, their mind and



spirit, their economic activities, their politics, and their foreign policies.

Franklin D. Scott: *Scandinavia Today*. New York: Foreign Policy Association, 1951. 62 pp., 35 cents.

Separate chapters on Denmark, Norway, Sweden, Iceland, and Finland, with a section on U. S. policy in Northern Europe. Another Headline Book.

Samuel Steinberg: *European Government and Politics*. New York: Oxford Book Co., 1951. 90 pp., 40 cents.

Chapters on Great Britain, France, Scandinavia, the small western European democracies, Germany and Italy, and Spain and Portugal. Intended for high-school students but good for teachers, too.

Vera M. Dean and J. K. Galbraith: *Can Europe Unite?* New York: Foreign Policy Association, 1950. 62 pp., 35 cents.

An interesting treatment of Europe's efforts to unite, with a section on the U. S. and western Europe.

### *Introduction to Africa*

For most of us Africa is still the unknown continent. But revolutionary forces are at work there as they have been in Asia and the Middle East, and Africa is crying out for political independence and economic betterment. Its importance in the modern world and its struggles to adjust to a world society make it of the utmost importance to teachers. To understand this continent better the following readings are recommended:

Harold R. Isaacs and Emory Ross: *Africa: New Crises in the Making*. New York: Foreign Policy Association, 1952. 62 pp., 35 cents.

An excellent brief account of contemporary Africa, with some charts and graphs to help the reader.

W. Arthur Lewis, Michael Scott, Martin Wright, and Colin Legum: *Attitude to Africa*. London: Pelican Books; available from the British Book Centre in New York City, 1951. 156 pp., 50 cents.

A Penguin Special, written for the British public, but of interest to Americans, too.

Alan Paton: *South Africa Today*. New York: Public Affairs Committee, 1951. 32 pp., 25 cents.

A vivid account of South Africa by the author of *Cry the Beloved Country*, himself a South African.

### *Probing the Middle East*

The Middle East is also in ferment, as anyone knows who reads the newspapers, listens to the radio, or watches television. The Arab-Jewish conflict in Israel still remains unsolved, Iran and Great Britain continue their dispute over oil and other issues, Egypt has undergone a revolution, and the complicated questions of United States policy in that historic area of the world remain unresolved. To acquaint ourselves better with some of these questions and the background out of which they arise, the following pamphlets are suggested:

Emil Lengyel and Ernest O. Melby: *Israel: Problems of Nation Building*. New York: Foreign Policy Association, 1951. 62 pp., 35 cents.

The first section deals with Israel as a new nation, and the second with Israel as a laboratory of human relations.

Emil Lengyel: *The Middle East*. New York: Oxford Book Company, 1951. 64 pp., 30 cents.

A lucid description of the entire area by a well-known writer. Intended for high-school students but excellent for teachers as well.

Harry N. Howard: *The Development of United States Policy in the Near East, 1945-1951*. Washington: U. S. Government Printing Office, 1952. 13 pp., 10 cents.

A brief account of U. S. relations in the Near East.

Gordon Clapp: *An Approach to Economic Development in the Middle East*. New York: Carnegie Endowment, 1950. 48 pp., 10 cents.

The chief of the economic mission to the Middle East writes of ways of helping the Middle East to develop its economic resources.

### *A Brief Visit to the U.S.S.R.*

The U.S.S.R. remains an enigma to all of us. Facts are hard to find. Rumors are easily believed. So far as one can ascertain the truth, these booklets may be helpful:

Emil Lengyel: *The Soviet Union: The Land and Its People*. New York: Oxford Book Company, 1951. 76 pp., 30 cents.

A highly readable account by an authority on the U.S.S.R., with materials on the people, their history, their ways and attitudes, how they earn a living, and their political system.

Leonard S. Kenworthy: *Studying the U.S.S.R.* Brooklyn College: The Author, 1952. 40 pp., 50 cents.

Fifteen pages of discussion of aims and methods, followed by bibliographies for elementary, secondary, and college people on the U.S.S.R., as well as films and filmstrips.

Arthur M. Schlesinger, Jr.: *What About Communism?* New York: Public Affairs Committee, 1950. 32 pp., 20 cents.

A simple and sane account of communism around the world, with special reference to the United States, by a well-known historian teaching at Harvard University.

#### *A Look at Asia and Southeast Asia*

Most of the world lives in that vast area which we used to call the Orient and which we are trying now to designate as Asia. Call the roll of the largest nations by population and the following will respond—China, India, the U.S.S.R., the U.S.A., Japan, Indonesia, and Pakistan. With conflict in Korea, trouble in Indo-China, adjustments to be made in our relations in Japan, and a host of other problems, this is another area to bear in mind for those who would be world-minded. As a help to the traveller via pamphlets we suggest the following:

Virginia Thompson and Richard Adloff: *Empire's End in Southeast Asia*. New York: Foreign Policy Association, 1949. 62 pp., 35 cents.

Chapters on Indonesia, Thailand, Indochina, Malaya, Burma, and Southeast Asia's future, illustrated by maps and charts.

Howard L. Hurwitz: *Our Stake in the Far East*. New York: Oxford Book Company, 1950. 72 pp., 30 cents.

A general account intended primarily for high-school students of the social studies, but good background for teachers.

Edwin O. Reischauer: *Toward a New Far Eastern Policy*. New York: Foreign Policy Association, 1950. 61 pp., 35 cents.

Leonard S. Kenworthy: *Asia in the Social-Studies Curriculum*. Brooklyn College: The Author, 1951. 44 pp., 50 cents.

A fifteen-page discussion of aims and methods, followed by bibliographies of books, films, and filmstrips for all grade levels and adult groups.

#### *A Quick Survey of Latin America*

Latin America has almost been forgotten in recent years. But these countries are still our next-door neighbors and of vital im-

#### EDITOR'S NOTE

*This is a companion article to "Reading Ourselves Around the World," which appeared in this magazine in May 1952. The writer is an associate professor of education at Brooklyn College and the author of several publications on education for world-mindedness. Among them is a recent book, World Horizons for Teachers. This fall his volume on 12 Citizens of the World was published by Doubleday and Co., for secondary-school students and adults.*

portance to us in many ways. The Pan-American Union in Washington is a rich resource for many pamphlets on the cities, countries, and products of Latin America, but here are a few selected items from them and from other sources:

Henry A. Holmes and Lulu T. Holmes: *Mexico: Land of Great Experiments*. New York: Foreign Policy Association, 1952. 62 pp., 35 cents.

A general account of Mexico and its numerous revolutions, plus a section on fundamental education in that country.

*The Americas: A Panoramic View*. Washington: Pan-American Union, 1950. 31 pp., 5 cents.

Sydney Greenbie: *The Central Five: Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica*. Evanston: Row, Peterson, 1945. 84 pp., 40 cents.

Written for junior-high-school students, but a beautifully illustrated and interesting account for adults as well as children.

*Brazil*. Washington: Pan-American Union, 1945. 32 pp., 5 cents.

A fascinating account of a nation larger than the United States and destined to a great future. One of the American Capital Series.

#### *The British Empire in Transition*

The British Empire may be crumbling, but the British Commonwealth is a mighty powerful force in this chaotic, changing world. It behooves us to know how this extensive accumulation of countries is adapting itself to life in this second half of the twentieth century.

So, as the last lap of our global journey, we propose to stop at the various points in the British Commonwealth of Nations. Here are two pamphlets for this stage of our world-wide wanderings:

Hether Joan Harvey: *The British Commonwealth: A Pattern of Cooperation*. New York: Carnegie Endowment, 1953. 48 pp., 10 cents.  
This concise account is divided into three parts—The Continuing Threads, Commonwealth Cooper-

ation in Practice, and Some Personal Reflections.  
F. H. Soward: *The Adaptable Commonwealth*. Toronto, Canada: Royal Institute of International Affairs, 1950. 54 pp., 15 cents.  
The story of the 1949 conference on Commonwealth problems, showing some of the trends in that far-flung system of nations.

To all who have set out on this global journey via pamphlets we say, Bon Voyage. A fascinating adventure lies before you.



## The School Is My Stage (Calypso Style)

By NORMAN GREENBERG

The roles are many which I play—day unto day.  
For you are our representative, says *société*.  
With report cards, grades, and promotions galore  
I become judge and screener too, hallelujah.  
A fund of knowledge I must possess  
So that as helper I may serve in the learning process.

Refereeing requires a wise choice of temperament  
As I attempt to settle a pupil's argument.  
Stealing and cheating I try to prevent,  
Blessed must one be with a detective's nasal scent.  
On certain days a target I become for hostility,  
And then I attempt to delimit anxiety.

This may entail becoming a parent surrogate,  
Since love does serve as a reducer of hate.  
On other days I may support a wavering ego  
When it may fluctuate from the high to the low.  
And as group leader I then start out  
To create a tone where depression takes a route.  
However, I also serve as an object of identification  
For those who dream of some day serving education.

And I exist also for others who dream of me  
As a moonlit lover who treats them tenderly.  
Not infrequently I appear on the scene  
As friend, adviser, or authority supreme.  
The school is my stage—my road to fame,  
Roles I play—teacher is my name.

# A-V's Second Work Horse: OPAQUE PROJECTION

By KENNETH V. LOTTICK

WHETHER you believe that old Chinese proverb or not you have to admit that pictures do help—even if, in practice, one should prove to be worth only a hundred words. Since teaching is primarily a problem in communication everyone has his stock of grotesque or embarrassing experiences which have shown him how difficult it is to transfer the picture in his head into a corresponding image in the minds of his students.

Ernie Bushmiller in a recent cartoon shows just how difficult this can be. Nancy is reading to Sluggo, who is all ears. "There was a beautiful princess," she says. This lovely damsel then is described as having "eyes like stars," "a neck like a swan," pearls for teeth, and raven hair. Sluggo's consternation is intense. The picture in his mind has followed the description literally. He probably is off princesses for life.

An earlier article in *THE CLEARING HOUSE*<sup>1</sup> maintained that there are three tools of audio-visual instruction more prosaic probably than the "glamour triplets"—motion-picture projector, tape recorder, and TV—but offering possibilities for greater teaching. They ought to be in more general use. They are the work horses of A-V. They can be used almost anywhere, are relatively inexpensive to use, and are comparatively easy to utilize or operate.

They are (1) opaque projector, (2) blackboard, or rather, chalkboard, and (3) filmstrips.

Since the previous article dealt with the filmstrip the subject of this discussion is to

be the opaque projector or "o-pay-q" as my students have affectionately spoken of it.

As the name implies, contrary to the usage involved in most visual methods or devices which utilize transparencies, the opaque projector is used to project onto a screen any non-transparent flat picture, whether mounted or unmounted or printed in a book or magazine. It can also project flat specimens such as coins, stamps, or leaves.

The principle is extremely simple. The flat item is placed in the projector. By means of intense illumination and mirrors cleverly placed at 45 degrees an image of the subject in the projector is reflected on the screen. Depending on the distance from the screen, or the "throw," the picture can be enlarged at will merely by moving the projector further back. Ordinarily, since we are using reflected light, the room should be quite dark.<sup>2</sup>

All of this sounds very simple and enticing but there still are a great many schools in which the "opaque" is seldom used. Aside from ignorance of its possibilities, there are only two reasons why this, in the past, has been so. These will be mentioned later in the article but, to anticipate, there is *now* no excuse for not putting the o-pay-q in service every day.

The two major assets of the opaque are its *flexibility* and its *ability to project color*.

<sup>2</sup> See Edgar Dale, *Audio-Visual Methods in Teaching* (New York: Dryden); McKown and Roberts, *Audio-Visual Aids to Instruction* (New York: McGraw-Hill); James Kinder, *Audio-Visual Methods and Techniques* (New York: American Book Co.); F. Dean McClusky, *Audio-Visual Teaching Techniques* (Dubuque, Ia.: Brown Publishing Co.); or Wittich and Schuller, *Audio-Visual Materials, Their Nature and Use* (New York: Harper) for discussions of the mechanics of the opaque and its use.

<sup>1</sup> "The Filmstrip: A Guide to A-V's Work Horse." By Kenneth V. Lottick, Vol. 26, No. 6 (February, 1952). Pp. 325-327.

## EDITOR'S NOTE

Having pointed out the virtues of the filmstrip as one of the "work horses of A-V" in a previous issue of THE CLEARING HOUSE, Dr. Lottick now explains the special merits of another A-V work horse, the opaque projector. If you have heard bad reports on this latter machine, says the author, your informant was behind the times, for the defects have been overcome in opaque projectors now on the market, and they can perform useful services that no other machine can undertake. Dr. Lottick is associate professor of education at Willamette University, Salem, Ore.

As indicated previously, there is literally nothing smaller than an  $8\frac{1}{2} \times 11$  page or no more than a half or three-quarters of an inch thick which cannot be adapted to opaque projection. Even geologic specimens and biological materials can be projected. There is, of course, no other visual aid which can handle these.

Moreover, colors are shown with fidelity and, under favorably contrived circumstances, the enlargement serves to attract attention and provide a setting within which perceptual and permanent learnings can take place. Of course, films and filmstrips show colors, too—but the opaque requires no film or even special mounting.

Although objects of all types can be shown conveniently the device primarily will be most serviceable for viewing pictures, maps, the coach's diagram of a football or basketball play, a student's paper on which the corrections have been marked, or figures for geometry and pages from an accounting set.

When pictures or other matter in series are being used, three ways of organizing the materials usually are considered. First, you may wish to keep your pictures or photographs separate and in their original form although arranged in sequence for showing.

A second technique is to paste a series of pictures or photos on a roll and pull them through the opaque like a filmstrip—pausing, of course, for complete observation and discussion. A third method is to mount the materials on folded cards or cards held together by adhesive or pasted flaps. The advantage here is that there then will be no probability of bending, cracking, or otherwise damaging your exhibits. Moreover, the cards can be stacked like the bellows of an accordion and thus stored quite conveniently.

Opaque users tend to become fans rapidly. The periodicals devoted to audio-visual methods and materials<sup>3</sup> report teachers' experiences in virtually every issue. A house organ, *Opaque Projection Practices*, published by the Charles Beseler Co., 60 Badger Avenue, Newark 8, N. J., details much information concerning actual classroom practice. Representative articles appearing recently have been "Visualizing Elementary Science" by Helen B. Warren, Principal, South 8th St. School, Newark, N.J.; "Opaque Projection Enriches Our Teaching" by Kenneth Bonine, Supervisor, Kalamazoo, Mich., Public Schools; and "Interpreting Political Cartoons with the Opaque Projector" by Leo Blond, Decatur Junior High School, New York City.

Edgar Dale suggests the following usages for the primary level: (1) project a page from the primer; (2) give directions such as "drink your milk," "open the window"; (3) show samples of cursive writing. For the intermediate level the following may be utilized: (1) a page from the dictionary (This will be invaluable in the presentation of how to develop an understanding of diacritical marks); (2) examples of foods to be used in the creation of a well-balanced diet;

<sup>3</sup> The standard A-V periodicals are *The Educational Screen*, *Audio-Visual Guide*, *See and Hear*, and *The Film World*. Many magazines for general or even more specialized subject use now have audio-visual sections or departments, e.g. *The Instructor*, *Social Education*, *The Social Studies*, *High School Journal*, *English Journal*.



(3) student art work; (4) pictures of birds, animals, etc. in connection with a science reading lesson.

On the high-school level the representation on the screen of lines of force surrounding a magnet (through the use of iron filings and a sheet of white paper), the behavior of the compass, shorthand symbols, or a viewing of the various types of currency for an economics or American problems class offer opportunities for the stimulation of pupil interest.

Up to now it is true that there have been two difficulties connected with the use of the opaque projector. The earlier models *did* require an almost pitch-black darkness for effective presentation. This frequently was hard to achieve and often not quite desirable for strategic reasons. The opaques now on the market, through an ingenious adaptation of the opaque principle, have now overcome this dilemma. They can be used in semi-darkened rooms and still achieve a fair brilliance of color. Thus, students can make notations and otherwise keep a record of what they view during showings.

The second difficulty that formerly plagued the teacher who had the strong urge to use the o-pay-q (but too little experience) was that fingers easily could be burned in transferring materials to and from the picture platen or reflection platform. Again, since strong blowers had been devised to cut the heat of the powerful lamps necessary to provide adequate reflection, there was a tendency for thinner papers or pictures to flutter (turn the blower off and they would curl). This situation, naturally, was not too conducive to the best results. The part of the subject curling or fluttering would get out of focus and the image on the screen was not as satisfactory as might be desired. Thus, some teachers soon became "fed up" with the use of the opaque or avoided trying it.

Experienced teachers realized that mount-

ing their pictures or exhibits or placing them under glass (with the fan on so that the glass would not crack) would solve flutter or focusing difficulties. But neither of these expedients is now necessary.

One manufacturer now offers a projector carrying a "vacumatic" platen on which even a postage stamp can be placed without fear of flutter or curl. The subject may be cranked through the reflecting aperture by a "feed-o-matic" conveyor. In addition, a "pointex" projection pointer allows the teacher to direct attention to any part of the screen by means of a lighted arrow operated from the machine. The whole apparatus weighs only 35 pounds and is said to be extremely well-balanced for handling in and out of the classroom. A metal handle is placed at the top of the equipment for carrying convenience.

Another offering combines filmstrip and slide showing attachments with the opaque housing. And there are a number of other makes just as ingenious as those described here. Increased illumination and a more efficient use of this power allows projection in a partially-lighted room. We have come a long way from the older sheet metal box with several mirrors and a 500 watt lamp which frequently either proved unsatisfactory because of a chink of light or was contributory to the burning of the exhibitor's fingers or the damaging of his material.

These modern opaque projectors may be purchased for two or three hundred dollars. This, by the way, is only a third or a half of what a standard motion-picture projector costs. Moreover, with proper planning for teaching, your opaque may help you to achieve even better results. This certainly will be true when cost is considered. There is virtually no expense to the operation of an opaque. Neither are you at the mercy of film distribution agencies or the vagaries of express or mail service.

It's easy to become an o-pay-q fan!

# WE TRY VISITING THE JOBS

By EDWIN A. FENSCH

THE APPROACHES developed in vocational guidance throughout the country's high schools are probably as varied as the hours of a day. Yet, with all this variation, one technique seems to find its way into most high-school guidance activities—Career Day. In an effort to help a student in his selection of a proposed occupation, it has become quite customary to set aside one day during which senior class members are talked to, lectured to, and impressed by local authorities and visiting firemen.

Career Day, even though it is favored so widely, cannot produce in one day the hoped-for results that both teachers and pupils would like. The time is short, for one thing, and the experiences afforded the pupils are vicarious. There is little real contact with the problems that are hindering the pupil from making his decision. Also, the visiting counselors are trying to describe and advise about their jobs or professions in a manner quite foreign to their everyday activities. They could demonstrate much more efficiently, but one cannot demonstrate away from the job. Taken as a whole, Career Day leaves much to be desired in vocational guidance.

Several years ago two service clubs asked the pupil personnel department of the Mansfield Public Schools to be allowed to help in some way in vocational guidance. In an effort to stay away from Career Day and because the writer had hoped for some time to be able to introduce a program of visits by pupils to places of employment, it was proposed that the schools establish a program based on the individual pupil's interest.

Although vocational counseling and testing had been administered in the ninth grade, before these pupils entered the tenth grade, it was announced that any senior-high-school pupil could take another vocational test to help him with occupational choices. These pupils had taken the Kuder test. Now they were given either Strong's test or the California Test of Occupational Interests. In addition, the guidance counselors administered such additional tests as seemed necessary: the Wechsler intelligence tests, and the Rorschach, TAT or pencil and paper personality tests. Then each student was given a personal interview.

Having made a choice, the pupil took home a printed form asking his parents' consent to spend a day away from school and on the job with a person employed in the field in which the pupil seemed interested. With that consent on file, the counselor then arranged a date with a person working at that particular job to take the pupil with him for an entire day.

Previous to that point, all persons on the service club committee and most of the volunteer hosts had met with a member of the counseling staff of the schools and had received instructions on how to deal with the pupils. They were told, among other things, that a confidential report on the pupil they were to meet would be mailed to them. It would relate the pupil's academic background, his interests and needs, his possibilities as to schooling after high-school graduation, and the like.

They were briefly instructed on how to stimulate the pupil's questions and were asked to confine their discussion only to

the occupation in which they were employed, not to digress to a discussion of other fields and their possibilities.

They were reminded that, if the day's activities served to heighten the pupil's interests, that would be fine, but they were to feel equally well satisfied if the day helped the pupil to discover that he was in error about his occupational choice. To help a person find out that he misunderstood the important activities in an occupation is as valuable as to help him find the right one, especially if this happens before he has spent time trying to learn what might be for him the wrong occupation.

During the first year of this program over one hundred senior-class pupils were sent into industry and professional offices for an entire day's work with a person engaged in the occupation the pupil wanted to investigate. The idea was easily "sold" to the public. Pupils, for example, spent a day with a physician, a veterinarian, engineers, ministers, a business-machine repairman, beauty operators, business administrators, and industrial personnel.

The veterinarian had two interested pupils. One, a girl, became so engrossed that she stayed with the doctor during the supper hour and then worked with him in the country until 11:00 o'clock at night tending a sick cow. Today she is a student at a leading veterinary college. The boy who was assigned to the same doctor started out with enthusiasm but before the day was over asked to be excused on the grounds that if there was any occupation he did not want it was veterinary medicine! Both these experiences were valuable to the two pupils.

The results of such experiences can be simply stated: the pupil discovers that he is interested in and could enjoy working in the field he selected or he finds out that his selection was not a good one and that he had better investigate further for an occupation that will more nearly suit his interests and needs.

After two years of administering such a

program, the following advantages over Career Day may be listed:

1. Occupational visitation, in contrast with Career Day, can be carried on throughout an entire school year. In fact, it should be spread over the year so as not to place a burden on busy men and women in the local occupations, and the service should be available to the pupil at any time since assistance in vocational selection is most effective at the time that the pupil expresses a desire for help.

2. If on Career Day the pupil discovers that the particular speaker or counselor with whom he visits talks about an occupation in which his interest has declined, for some reason, he has temporarily exhausted his opportunities for such experiences. On the other hand, with the system outlined here, he can appeal to the school counselor for more help and can investigate another occupation.

3. By spending a day with a person working on the job, the pupil can learn much more about that occupation than he can from an oral report on Career Day or from reading about the job.

4. The pupil has the opportunity in visiting on the job to discover both the good and the bad points of the work. Too often speakers on a Career Day program or the writers of occupational textbooks present a "lovely, lovely" description of jobs. Seldom do these persons explain, for example, that

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#### EDITOR'S NOTE

*Dr. Fensch believes that the widespread Career Day plan doesn't compare in effectiveness with a plan that the Senior High School, Mansfield, Ohio, has been using. Under the Mansfield scheme, individual high-school seniors spend a day on the job with a person employed in the field in which the senior is interested—in local stores, industrial plants, or professional offices. Dr. Fensch is director of research in the Mansfield Public Schools.*

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the farmer has one of the loneliest jobs, that the doctor has a tiring and unhealthy job, that the teacher has a frustrating job, that the minister has a "touchy position" among people.

Successful persons in such occupations usually do enjoy their work, but pupils should know, for example, that the farmer works alone and with animals and machinery making his one of the most dangerous jobs, that the physician must go out at any hour of the night, that the teacher is always dealing with people who know less about the subject at hand than he does, that the minister is constantly under the "watchful eye" of his congregation. Unless the pupil knows these disadvantages and still feels that the better side of the job outweighs the bad side, he will be in for a

rude awakening when it comes—for it will surely come.

5. These pupil visitations inspired much more questioning and reading about occupations than Career Day and its activities managed to develop.

6. Good community relations were established. The interest and earnestness of the pupils on their visits impressed the hosts, who developed a better attitude toward the "youth of today."

7. All seniors who had engaged in both types of activities—Career Day and job visitation—expressed a preference for Visitation Day. They said that they got more out of the latter activity than they did out of the other, which brought the man from the job to them but did not bring the job along for them to see and experience.



## What Is a Seventh Grader?

Seventh graders come in assorted sizes, weights, and colors. They may be either boys or girls and will likely be found scuffling with, shouting at, running to, or whispering about. Their parents are glad to be rid of them in the morning—and their teachers don't know what to do with them, either. They wear clothes with many interesting compartments which hide choice tidbits for surreptitious nibbling—any thing from dill pickles to bubble gum, cookies, and candy of all kinds. Their pockets and purses bulge, too, with puzzles, bits of plastic, lollipop sticks, bean shooters, bedraggled lipsticks, pictures, and rubber bands—but no pencils, of course.

Seventh graders like gym period, assemblies, the classmates behind them, nutrition, and the three o'clock bell. They invariably prefer talking all at once to talking one at a time.

Seventh graders don't care for spelling, using the dictionary, reading books, keeping notebooks, any of their classes, and staying in their seats.

Nobody else can ask so many questions or so consistently fail to hear instructions. Nobody else has so many pets and would like to bring them all to school. And nobody else will carry to school half a set of encyclopedias, a slide projector and an index of slides, a stack of *National Geographic*,

an album of treasured wedding pictures, or a Christmas tree for homeroom.

In seventh graders one finds the chatter of a magpie, the persistence of a snapping turtle, the friendliness of a stray puppy, the appeal of a frightened fawn, the impetuosity of an avalanche, the sweetness of a dewy rose, the abandon of a basket of kittens.

They fill your day with noise, confusion, whispers, giggles, and endless questions. They test to the breaking point your patience, your sense of humor, your knowledge of everything from the planets to model airplanes. They set awry your carefully planned program for the day, your good disposition, your well-calculated pattern of student behavior.

Then, at the end of a nerve-shattering day, when you're despairing, bedraggled, completely exhausted, and talking to yourself, the final bell rings. They file out of the room with their angelic smiles, their happy "Goodnight, Mrs. Chapman," their funny little after-school comments—and you know you're their prisoner. You wouldn't trade them for anything; and you relax, forget the day's confusion, and look forward to their return in the morning.—HELEN P. CHAPMAN in *California Teachers Association Journal*.

# Better Plan for Teaching a Necessity: LETTER WRITING

By  
SALLY WINFREY

I HAVE YET to find a high-school graduate who can write an intelligible, fairly correct letter."

This chance comment of a busy physician irked the hearer, who was then planning a course of study for a business English class. Realizing that letter forms are religiously taught each year and quickly forgotten, she determined to teach letter writing as an art, the basis of which is courtesy.

As boys and girls enjoy discussing the reasons for human conduct, the teacher felt that studying the psychology of letter writing would interest them enough to remember what she taught.

Of drills in spelling and fundamentals she knew there would be many. Ample practise in letter writing she would provide. The teacher did not visualize in the beginning, however, the animated class discussions, the Dorothy Dix sessions after school, the interested and interesting speakers that would make a class of average students shine.

At the class's opening session students listlessly agreed that each would write a series of letters designed to sell the article of his choice, whether it was nail polish, an outboard motor, or a refrigerator.

After pointed questioning, students concluded that a salesman must know thoroughly the article he wishes to sell. Since information about the article is best obtained from the manufacturer, each person would write a letter asking for help.

"Will a busy manufacturer waste time and money in answering such a request?" the class pondered.

"Sometimes we have to talk our parents into something they don't want to do," of-

fered George. "Maybe in both cases we have to sell an idea."

A lively discussion of the common problem of overcoming parents' negatives led to the assignment to search the library for hints on the psychology of mothers and fathers.

Willingly the librarian showed the use of the card catalog, book indexes, and the *Readers' Guide to Periodical Literature* in finding information on the art of getting along with others.

Students were astonished and delighted to find so many newspapers and magazines with information on teen-age problems. Their classroom became a meeting place for after-school discussions on questions of mutual interest.

Books such as *A Guide Book for the Young Man About Town* and *Dear Ruth* became popular. Indignant boys complained that more books on adolescent problems had been written for girls than for boys.

In the spring the librarian reported an unprecedented use of books and magazines with guidance materials throughout the year. The teacher felt that class discussions had more vitality and more value because of the interest aroused through reading.

Out of the conversations on family problems came the class's decision that the old axiom, "Politeness is to do and say the kindest thing in the kindest way," provides the key for selling one's point of view.

With that idea firmly established, the teacher's tactful questioning elicited from her students the opinion that making others feel important is kindness.



## EDITOR'S NOTE

*How can you teach letter writing so that students will retain enough of what was taught to write, later on, an "intelligible, fairly correct letter"? Miss Winsfrey feels that she has done something about that common dilemma in her classes at Dwight Morrow High School, Englewood, N. J. She tells how she went beyond teaching the forms to emphasize the art, the courtesy, the psychology of this skill.*

In letter writing, they quickly realized, the "you" approach makes the recipient feel influential. Feeling that he had contributed to the education of a high-school student would add to his self-importance. An explanation of the reason for the letter was therefore essential.

Also, conciseness, clearness, and correctness would show the recipient that the writer realized that the time of a busy man is valuable.

While students used out-of-class time for library work, they spent the English period studying spelling, fundamentals, and letter forms. Realization that conciseness is important added zest to drills in brevity.

Letters to manufacturers brought abundant information in letters, pamphlets, and booklets. Students noted vivid words and compared those in the materials received with those in magazine advertisements.

Especially valuable in showing the planning and preparation of sales letters were those sent by manufacturers. Each student soon saw the necessity of choosing one central selling point and selecting its supporting materials and of knowing the customers in order to decide on the appeal. The data, students realized, must be carefully assembled for the best results.

As the boys and girls realized by this time that they must use different approaches for different types, they willingly agreed to describe their customers. In their papers they portrayed their various customers' financial,

family, and educational backgrounds.

Methods of beginning brought lively arguments as to whether letters would be read or destroyed. The *New Yorker's* "Letters We Never Finished" provided laughter and stimulation.

The majority preferred the narrative beginning. Again students sought the library for anecdotes which they could use or parody. These tales were tested by telling them in class.

After the teacher felt that the members of the class could arouse interest, create a desire, and stimulate to action, she assigned the making of a folder containing a series of sales letters. Writers demonstrated their interest by voluntarily adding original, artistic enclosures for the letters.

Pleased with the results, the teacher asked that students sell ads for the *Oracle*, the school paper, by letter. As a city-wide book fair was being planned, they also wrote letters to parents to sell that project. The responses proved the value of the study of sales techniques.

When the teacher explained that a letter of application is really a sales letter, class discussion showed the vagueness of students about job possibilities and requirements. While they were again assigned library research, they were asked also to invite speakers qualified to answer their questions.

Letters of request and appreciation for speakers gave valuable added training in writing, as students realized that a well-worded letter usually brought an affirmative answer.

Students, however, were not satisfied just to listen and question speakers. Accordingly, a small, but healthy, rivalry for the privilege of introducing each speaker arose.

Socially the contacts were valuable for members of the class realized that the visitors should be entertained. The teacher silently and willingly watched the students plan for the guests' pleasure.

Personal contacts with understanding people taught courtesy and proper attitudes.

No one in the class will soon forget the charm of the women's travel agent of the New York Central Railroad. For weeks after her visit, she was quoted, praised, and imitated.

The class was denied permission to accept invitations to visit extended by some firms. We were thus unable to carry out assignments to make a careful itinerary and to write businesslike reports of such a trip.

Students were asked next to select the types of job they wanted and the firms for which they would like to work. Then for several days they discussed traits which employers might seek for special occupations. Naturally, students' library research helped in the making of personality charts by the class.

Each student then wrote an analysis of what he thought his would-be employer would want in an employee and of why he felt he would suit the position.

A representative of the personnel department of a large insurance firm came to analyze and criticize the students' applica-

tion. Great was their delight—and their teacher's—when she said she would consider for a position the writer of any of the letters.

Her comment on the importance of personal applications led to an invitation to talk to the girls' adviser, who at one time had screened applicants for the Curtis Publishing Company.

Students listened eagerly to her down-to-earth comments on what to wear, how to act, and what interviewers watch. The next two days were spent in dramatizations and criticisms of interviews.

Objective tests showed that students had made a median gain of two years in their knowledge of fundamentals during that year.

While officials were openly pleased with this gain, the teacher was more delighted in the realization that students were more courteous to one another and more aware of the value of kindness.

Teaching letter writing had become the teaching of consideration for others as the happiest way to live.



### *Senior Problems: Last Chance*

Senior Problems is not an easy course. It presupposes on the part of the teacher wide reading, social contact, rethinking of curricular content, objectivity, versatility, and compassionate understanding of human behavior. The teacher endeavors to fill the role of catalyst between the cultural heritage, the problems of living, and youth's search for a satisfying way of life. How to link the immediate with the remote challenges the teacher's perceptiveness.

At this stage, when the reality of extramural existence closes in on the seniors, one is impressed with the urgent immediacy of problems that vex the youthful minds, and, that the resolution of those personal problems conditions the path to learning the art of joining with others to improve the quality of living together cooperatively. It may be the last chance for the school to facilitate the supreme transcendence from an infantile pattern of self-centeredness to an awareness of adulthood in the larger fellowship of humanity.—IONE HANSOME in *The Social Studies*.

### *College English Awakening*

Until recently it has been a notorious fact that the English department in most colleges has been the most dormant and static of all departments. It has been a cell of conservatism and a bulwark of Bourbonism. Other departments experimented, accepted new ideas and tried new methods. The English department could usually be counted upon to stick to traditional methods and materials, and to view with alarm any innovations.

This is no longer true. College English departments at present are seething with unrest, dissatisfaction, and unhappiness. They have a guilty feeling that they are under fire. They have been disturbed, and sometimes enraged, by the prodding of education departments. They have been forced to examine themselves, always a painful process. They have been asking questions of themselves. Are our methods antiquated? Are our materials alive? Is our product a good one? Do we contribute anything worthwhile to the democratic way of life? What are we doing, after all?—RENWICK C. KENNEDY and JANETTE SOUT in *Alabama School Journal*.

General Biology Must Move:

# The Coming of *General* PHYSICAL SCIENCE

By

GEORGE GREISEN MALLINSON and JACQUELINE V. BUCK

**D**URING THE past several decades the public school has become an institution of general education. This development has been fostered by a number of influences, among them being the following:

1. The population of the public high school has changed from one consisting primarily of students preparing for college to one consisting of students whose distribution of future occupations is consistent with the distribution of occupations in the general economic order.

2. The courses formerly thought to be indispensable for college preparation have been found, in many cases, to be somewhat ineffective in attaining their professed aims.

3. The ever-increasing need for well-informed citizens who can participate more actively in controlling their social order has demanded a broader and less specialized education.

With respect to this latter point, the changes that have taken place recently in the world of science have been as great as, or even greater than, those in other areas of endeavor. These changes have taken science from the seclusion of the laboratory and have put it and its products into the hands of the layman. Yet the public schools have, in many cases, failed to educate the layman in understanding, interpreting, and using the Colossus of which he is supposed to be the master.

The schools' failure to provide the most desirable types of science education is, of course, evident at nearly all levels. Persons

interested in elementary-school science are struggling manfully with a problem that has not yet reached a satisfactory solution. In many school systems there is little or no provision for an adequate science program in the junior high school.

Yet it should not be assumed that no progress has been made in developing science courses of value for general education. Science educators, after long and arduous efforts, developed courses in general science and general biology that have proved to be eminently satisfactory. In a great number of schools both of these subjects are required for graduation. Further, in some schools in which they are offered as electives the number of students electing them is greater than the number electing any other subject. Colleges readily accept such courses as meeting satisfactorily the entrance requirements in science, despite the predictions of many earlier critics that the generalized courses were evidence that science was "going to the dogs."

It was found also that students electing such generalized courses did as well in science courses in college as those who had taken the more specialized ones such as astronomy, geology, botany, zoology, and meteorology. Further, the greater value of such courses for non-college preparatory students was obvious.

In the past decades, of course, the most notable advances in science have been in the area of the physical sciences—advances in the fields of atomic physics, organic

chemistry, electronics, jet propulsion, television, and transportation. Yet, changes that have been made in physical-science courses in high school in an effort to reflect these advances are few and far between. Many courses in chemistry and physics still consist of the same "cook-book" laboratory exercises that were performed by the alchemists. The popularity of these courses is quite evident in the monotonous decline in enrollments.

A few concessions have been made in an effort to develop courses in physical science of value for general education. In a number of cases, with a view toward attracting enough students to maintain classes, teachers of chemistry and physics have developed courses in "fused physical science." Invariably such courses consist of a semester of chemistry (cut down), a semester of physics (cut down), and a couple of weeks each of earth science, meteorology, and astronomy. In an effort to cover the material in one year the wheat was separated from the chaff, the chaff was cleansed from the taint of the laboratory, and the remainder offered as general physical science for general education.

As a result, it was both easy and justifiable to refer to such general-education courses as education for the generally incompetent. Indeed, a student would have to be incompetent to elect such a course! In most places the courses built on such foundations died or else shuddered along without being of much interest to teachers or students.

To make matters worse, authors of textbooks freely admitted that their masterpieces "contained the barest minimum of theory which is essential to understanding science as organized knowledge." Further, they stated that the treatment "is nearly non-mathematical." The crowning insult was the suggestion that it was designed for the "general-education student who needs a course that is simple and interesting."

In summary, then, it seems that little

effort is being made to modify physics and chemistry as they should be modified and to develop a good course in general physical science for general education. Rather, teachers of the advanced sciences sought to hold their jobs by offering a form of "effortless entertainment."

A number of science educators who had studied the purposes of general physical science realized that a more rational approach was necessary. They recognized that the development of a desirable course must be based on the purposes for which it was designed, not on compromises with those who were forced to accept it as an intruder in the curriculum. Hence, at conferences of science teachers, small groups gathered to plan the "first and next steps" for producing an effective course. Such steps have not consisted of new techniques in curriculum building, but have followed for the most part the pattern used originally in developing the courses in general science and general biology. The steps are these:

1. The assembling of a list of the major ideas of physical science which *all* students should understand on leaving high school. This does not refer to "college-preparatory" students or to "dull-normals" but to *all* students in the broadest sense of the term.

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#### EDITOR'S NOTE

*"The topic of general physical science," writes Dr. Mallinson, "is now the key issue of the science curriculum." The authors explain why they consider a rearrangement of the science course of study, with general physical science pushing general biology down to the ninth grade, but not out of the curriculum, to be an inevitable development. Dr. Mallinson, president of the National Association for Research in Science Teaching, is professor of psychology and education at Western Michigan College of Education in Kalamazoo. Miss Buck teaches science in the Grosse Pointe, Mich., Public Schools.*

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2. The selection of experiences to contribute to the understanding of these ideas. The experiences will be of two types: (a) those that are common to all students regardless of their environments, and (b) those that are local in nature. One example of the first might be the transmission of electricity; of the second, erosion peculiar to the local community. The experiences will of course be selected without regard for the specific area of science to which they belong, on the basis of the extent to which they contribute effectively to the understanding of the major ideas.

The first type of experiences may well be the materials found in textbooks for general physical science. The second type of experiences will emerge from an analysis by the teacher of the obvious needs of the community, the resources of the area, and the expressed interests of the students. These latter experiences cannot be organized in textbooks. Rather, the teacher will receive help in ways of selecting and organizing such experiences in state syllabi for physical science and in the teacher's manuals supplied with textbooks.

3. The organization of a program of laboratory exercises in a manner different from that in which those of chemistry and physics are ordinarily organized. Far less emphasis will be placed on the minutiae of performing the traditional experiments and far more on *training* in critical thinking and problem solving. Such a laboratory program will suggest procedures and problems to be carried out inductively, rather than indicating the assembly and manipulation of apparatus merely for verification of facts learned deductively.

The problem of determining the grade level at which the course shall be placed is one that has caused much concern. Ordinarily "fused physical science" has been offered at the eleventh- or twelfth-grade levels in competition with physics and chemistry. Such an arrangement has proved to be

most undesirable, since the course is designed for purposes different from those of chemistry and physics. As outlined here, the course can well become an introduction to chemistry and physics for some students, and hence should not be placed in competition.

Earlier grade-placement has proved to be eminently more successful, as evidenced by experimentation with the course in a number of high schools, notably among them Arlington Heights Township High School, Arlington Heights, Ill. In schools such as this, where there is an organized program of elementary-school science, it has become apparent that many of the materials formerly taught in general science at the junior-high-school level are being taught successfully in the lower grades. The resulting repetition of topics of general science in junior high school has proved to be deadening to the students. In these schools the general-science program has been developed as a sequence for grades one through eight, and general biology has been moved from the tenth grade to the ninth grade. The move has been found to be very satisfactory insofar as the achievement of the students is concerned. The tenth grade has thus been left free for the introduction of general physical science.

This move should ever silence the critics who shout, "A cheap chemistry and physics!" Actually, the course replaces a year of general science, many of the materials of which are covered at an earlier grade level, with a course consisting of a higher level of science content. Further, the years ordinarily assigned to chemistry and physics are still left open for both courses. In addition, students entering chemistry and physics are likely to be far better prepared to understand the advanced concepts than would be the case had they not had general physical science.

The question then arises, "Are textbooks, syllabi, or courses of study available for helping teachers to introduce such a



course?" Unfortunately the answer is "Not!" The textbooks now available are merely "advanced general science" or hodge-podges of bits of the various physical sciences. It will probably be several years before good materials are available, since time and effort are required to produce desirable texts—but a salable one can be produced easily.

The future of this course is already well established. The time when it will be accepted is not. Although all prognostications are subject to error, the authors would like to suggest that within five years from the date of this article the "real" course in physical science will have taken firm root in our schools.



## Recently They Said:

### *The Unconquered*

Grade-school children, as a rule, love their teachers and want to please them. High-school pupils are good politicians; so they try to please their teachers. But the junior-high pupils want to show their complete independence from home and teachers, and the approval of their classmates is more important, even if obtained in a highly undesirable way.—MAXYNE KELLEY in *The Oklahoma Teacher*.

### *Outside Friends*

Some teachers, carried away by a love for their profession, make their work an iron curtain, perhaps without realizing it. They make their work, instead of a gateway to new and interesting friendships outside the profession, a shield that keeps them away from the public. They try to teach children to get along with people, to be interested in other people, to get a broad, general education; and yet they themselves seem to be interested only in education. . . .

We talk a lot about public relations. Actually, public relations is nothing more, nothing less, than human relations. The best public-relations program the teachers of Texas could launch would be one in which every teacher made several new friends outside of the profession. That would be one of the surest ways to get more people constructively interested in our public schools and in the welfare of our teachers. It also would give the teachers a broader background.—CHARLES H. TENNYSON in *The Texas Outlook*.

### *Let Us Disagree*

American education needs less, not more, agreement about the purpose and function of education. Every definition is "loaded" in keeping with

the philosophy which it expresses. Those who try to get agreement on a common definition by holding conclaves of contenders are always doomed to disappointment because each side returns from the discussion to battle anew for its own interpretation of the "agreement."

This is right and proper, for one of the great dangers of education today is that there is not enough conflict within the profession over its basic purpose and function. Too many of the searching questions and critical analyses of education come from those outside the profession. Surely criticism is the right of all, for education is everybody's business, but attack from without is never so fruitful as ferment from within.—J. GORDON CHAMBERLIN in *Teachers College Record*.

### *"A-a-ah-Choo!"*

It is with a view to a better understanding of human motivation that the writer presents a new test to place modestly alongside the other "projective" devices: namely, the Sierles "Gesundheits Test," which is based on the thesis that an objective evaluation by a trained clinician of a person's manner of sneezing would yield rich insight into that individual's behavior under conditions of frustration and stress.

If a patient's voice, speech, gait, handwriting, play behavior, artistic productions, and other manifestations of his inner self are studied by the psychologist, then why not study one of the most revealing gestures of an individual—namely, the manner in which he expresses himself in the common act of sneezing? . . . One of the leading distributors of psychological test materials has approached the author with a view toward the manufacture and sale of a Gesundheits Kit.—SAMUEL SIERLES in *Personnel and Guidance Journal*.

# SHARE the RESPONSIBILITIES

*A school paper adviser  
learns how to survive*

By  
SISTER HELEN MARIE, O.S.F.

PUTTING OUT a school paper is a major job, as any harassed publications adviser will admit. In fact, some advisers of long standing (if any hardy souls survive to old age in this job) claim that the task of moderating a school paper in addition to regular classes, homeroom duties, and other extracurricular activities is an impossible burden.

This is the solution one adviser has found workable. It means a sharing of responsibilities, a coordination of the work of the staff, other teachers, and other students. Finally, the adviser, now calm and collected, has only to moderate the work and channel it to the best interest of the school and the publication.

For example, every school paper needs some of the purely creative writing, perhaps a short story, a clever personality sketch, or a poem to relieve the monotony of page two. Couldn't the English teachers help with this kind of thing? They know the writing ability of their students, the type of thing they have been trained to do.

Moreover the English teachers benefit, too, from this scholastic lease-lend. What better motivation than the bait of having something published? And a student who would positively balk at the thought of a rewrite on an English assignment will accept the corrections necessary to get into print.

In much the same way the social-studies teacher can work with the school paper and find that the paper, in turn, will work for him. Some of our best ideas for editorials have come out of discussions in civics and history classes. But the reporter trying to make the question alive and vital for his readers finds that he must do additional reading on the subject. Finally, when the reworked article appears in the paper it may add fuel to the class discussion.

But this lease-lend program works in still other ways. In some classes it can make the work of the student very practical and thus more interesting. For example, all our circulation and business affairs are handled by members of the office practice and book-keeping classes.

At the beginning of the year, interested students in the office practice classes apply for the job of circulation manager. They are interviewed by the adviser. The application and interview are conducted strictly along business principles, applying the techniques learned in class. The office practice teacher says it makes a very practical test. And the best student lands herself a job.

Since the new circulation manager starts out on such a business basis she takes her new responsibilities seriously. Everytime another issue of the paper is printed, she

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## EDITOR'S NOTE

*The school paper adviser who has an average load of other teaching duties often leads a harried life, driven by white space to be filled, stalked by problems of policy, and hunted down by deadlines. Sister Helen Marie believes that she has a good chance of living to an old age in spite of her activities in this sphere—because she has worked out a plan of sharing responsibilities. She teaches in St. Francis Academy, Joliet, Ill.*

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becomes "boss" of the "O. P." class and supervises the typing of the envelopes, sorting, and mailing. The adviser is out another job.

In the same way, our books are kept straight by two business managers from the bookkeeping class. Since this publication adviser barely manages to keep small change straight, the bookkeeping teacher supervises the business managers. She says the students really sink their teeth into this practical approach to their problems.

Because art work obviously requires the guidance and supervision of an artist, this adviser bows out again, and turns the responsibility over to the art teacher.

When an issue of the paper is being planned, the editorial staff decides on the general ideas for the cuts and cartoons. They present these ideas to the art classes and ask for trial sketches. At the next meeting of the staff, the rough drafts are freely criticized for content, technique, and general effectiveness. By staff vote, the best one is chosen for publication, and with the help

of the art teacher is worked up in an effective manner. In addition to the prestige of a signed drawing in the next issue of the paper, the artists whose sketches are accepted for publication are eligible for Quill and Scroll.

All our pictures are planned, taken, and developed by the Photo Club. This is a real lease-lend, since the staff, in turn, helps with the underwrites for the Club's Pictorial Review.

But, you ask, if the circulation, bookkeeping, art work, and even some of the writing and ideas for the articles come from other classes, what does the staff do? Well, in addition to writing all the news, features, and editorials, and deciding on the pictures and art work, the staff doesn't have much to do, except to copyread, proofread, make up the page dummy, write headlines, and take care of all arrangements with the printer.

And what does the adviser do? She has time to correlate the efforts of all the other worker and to write articles like this.



## Everybody Loves Homework

Kids hate homework.

Teachers hate homework.

Educational authorities deplore homework.

Yet homework is here to stay. Why? Because parents love homework—that's why.

Pop, for instance. Give Pop a freshly sharpened pencil, a fat pad of paper, and Junior's homework assignment in addition of fractions, and Pop's a man among boys. Any old time at all, but especially at the end of one of those days when a lot of other guys knew a lot more answers about a lot more things than Pop. Now it's his turn to know the answers. He's going to be top dog and like it. . . .

Mom loves homework. She used to wonder sometimes what possible good all that Latin would ever be but it's certainly paying off now. Mary would have a pretty rough time if she had to go it alone on her Latin assignments. . . .

Grandma loves homework. And was she ever pro-

voked when Johnny's new teacher said he couldn't bring his spelling words home to study! . . .

Aunt Lillian loves homework. Whenever Jill has a story, or poem, or book report to write, Aunt Lillian works right along on the assignment without her. . . .

Yes, everybody loves homework—see exceptions noted previously—but parents most of all.

They beg for it: "Please send some homework home for Junior. Our television is out of order and I haven't anything to do evenings."

They demand it: "I don't think much of my son's english rank, send his lessons home and I will learn him." . . .

Yes, everybody loves homework—except possibly thee and me—and even I have to stop now and help my young nephew on his arithmetic before he gets home from the movies.—BLANCHE APPLEBY in *The Maine Teacher*.

# SUMMER WORKSHOP:

## *Afterward, what's left?*

By REEF WALDREP

IF YOU'RE A teacher, principal, supervisor, or superintendent, you're bound to evaluate a workshop sooner or later. It may come to you at summer school on a university campus. It may come as our schools seek to improve education programs on the local level.

The fact is that workshop is here. Whether it will stay I don't know. But it is here.

One day recently we sat down with a representative group of workshopppers on a university campus. Across the table from us was a superintendent. At our side was a principal. A supervisor was at the table, too. The superintendent was a worried man—as are superintendents today. He wanted to get something out of workshop that would help to increase community understanding of his school system. He hoped the workshop would help him get community support. The supervisor and the principal had real concerns, too. They wanted to know how teachers could plan and work together for a better curriculum. The teacher there wanted to know how to teach better.

Is the workshop their answer?

For five weeks we were in workshop. Problems were listed; groups were formed. Overall objectives were formulated. Resources were used, research took place. There were the songs and the good fellowship—the picnics, the first-name nomenclature; there was the feeling that we had mutual problems. Sincerity was evident. The talkative, the silent, the objector, the speaker of educational clichés, the complex, the simple—all were there.

Planning consumed hours; the mechanics consumed more hours.

There were problem groups, instructional area groups. There were staff members from the college faculty to help. Films were available. Needs were discussed. Evaluation had a big role. Panels performed.

It was a typical workshop. Educators all said the focus was on the child. And truly the focus *was* on the child, for he was the center of attention regardless of the topic, regardless of what was done and said. American educators want good schools. Here they came: 95 teachers, principals, superintendents, supervisors, and college professors gathered to help make a better program for youth.

Was workshop their answer? Would it along with workshops from coast to coast move education in county, city, village, and town and state to a happier, more respectable day? All the educators wanted that. They would work together for happier days in community, school, and classroom.

By activity, by discussion, by cooperative planning, by good fellowship, by expert consultants this would be achieved.

Pages of "local" problems were listed. A common purpose to take care of everybody was formulated.

This is the story throughout America when teachers flock to workshops—educational workshops, curriculum workshops, science workshops, English workshops, faculty workshops, summer workshops.

When it is over—in most workshops—the question will come home to all participants: Am I a better teacher? In some workshops participants will evaluate. They will state

their personal purposes. They will catalog their activities in the workshop. They will reformulate their plans in writing or orally or in their minds. They will evaluate and they will ask: "Was it any good for me? Did I learn anything to take back to my school, to use in my community, in my school, and in my classroom?"

Some will be frustrated. Some will be critical and dislike what they saw, heard, and did. Others will value the good fellowship. Some will be inspired.

In some classrooms new ideas and techniques will be tried. Some will be charged with new hopes. Others will still sneer at theory; others will sneer at individuals. And to some it will be another summer with no ideas, thoughts, or hopes. Is it worth the trouble? In time, money, and mimeographing?

Regardless of who participates, what job the participant holds, there is mutual agreement, maybe unspoken, that change must take place in the classroom if the workshop works. The teacher is a very practical person, the most practical person in the workshop. The administrators are concerned about "the process." The teachers are thinking deep down inside about those boys and girls in the classroom. They think students mainly. Theory without the *how* is a waste of time, many say.

My notes, my bibliography, my mimeographed-packed folder, the teacher says, are not worth taking back to my school. I cannot use them as a textbook. And when I read them later I have lost the flavor and climate of their original presentation. If I take anything back to the classroom it will be myself. The "I" is the important thing. It is not what happened at the workshop; it is not the fact that I, a teacher, called a principal "Joe." It is not that I heard a splendid talk on needs. It is not that I saw a film and discussed it. It is not that I got angry at an over-talkative participant. It is not that I had fun at the workshop barbecue. It is not that we enjoyed loud-shirt

and skirt day. It is not that we read a lot of books. It is not the pal I made.

None of this counts when I go to the classroom *unless* I am a changed person.

Maybe I got uncomfortable when the young teacher from the crossroads consolidated school told what she did with pupils just like mine. Maybe I saw that I missed the boat back at my school because here was a teacher who did work with the special teachers and did get results. Maybe in dinner dates with my chums I sneered at them, but down inside I knew something wasn't right with me.

Maybe I was changing all the time. Maybe if I change I won't give the workshop credit, for who wants to give anybody credit for new insights and purposes?

But that workshop did "waste" time. We couldn't agree and they took my problem that was real and right and pointed and put it in a sentence that smacked of an educational cliché and, more than that, tasted like a regular workshop problem. But I did recognize it and knew it was there. Yet the pay-off will come in the classroom as I stand within yards of the front "line" with kids in the sights of my guns. The workshop will be history and my notes packed away or poked in my files. The skirmishes and dry-runs of workshop will soon take on the

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#### EDITOR'S NOTE

*Mr. Waldrep, we suppose, has asked the big question about summer workshops: Afterward, what's left? As a teacher in the Oak Ridge, Tenn., High School, he attended a workshop in Tennessee the past summer. During his work in the project he had his doubts about some of the things that went on, and was assailed by what you might call sub-divisional questions about the workshop scheme of things. Anyway, he tried to think the matter through. And here are his answers to the big question as far as he himself and the workshop he attended are concerned.*

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flavors that aren't particularly bad tasting—in retrospect.

And the fact is that workshop—because it is sometimes annoying, sometimes irritating, sometimes frustrating, and often theatrical—did do something to me. And in spite of me I will seek to do something to the kids and have them do something. For perhaps in human relations in workshop and classroom and faculty meeting, from annoyances and “loud shirt days,” come the changes that make people grow up and face more of the facts of this controversial age. Understanding is not typed, mimeographed, or often spoken.

Workshop participants maybe get a pair of glasses with bigger perspective. They see more of their classroom; more is in focus.

The principal and the supervisor who were called Joe and Sally see more of the teachers and deeper into their problems. And for the superintendent the horizon broadens and maybe the community, the school, and Miss Smith assume their proportions, and that telephone call from the irate parent assumes its proportions, too.

After the storms of workshop, after the clash of 95 minds and experiences and ways and means, come clean, quiet understanding and patience, along with the broad horizons that result from a cleared, wind-swept atmosphere.

And there was indeed, during the storms, the good fellowship, the barbeque, the loud shirts, and idea-swapping.



## How to Interest the Shop Boys in Studying English

Last fall twenty-six industrial-arts boys jostled their way into my English IV classroom. Noisily they adjusted long legs beneath undersized seats. Then, one by one, they lifted their eyes to mine. In their eyes I read many things: English—again! Why do we have to take English? Such reactions as these I saw in many pairs of eyes. . . .

It was their interest in the work world that suggested an idea. One day without any preliminaries I asked the boys if they had ever considered whether the men they knew in jobs had any use for aspects of English that we concerned ourselves with in the classroom. Skeptical looks greeted this suggestion. Garagemen, bricklayers, barbers—what possible use did they have for classroom English? “Would you be willing to ask such workers what aspects of English they actually use?” I queried. Yes, the boys agreed that they’d ask the men they knew. What did I suggest?

Then I unfolded my plan. First, I had each boy suggest a trade, occupation, or profession he would take on as his project to investigate (he would need to know someone in the occupation whom he could interview). To eliminate duplication, we listed the suggested occupations on the board with the name of a volunteer to investigate each. What a variety of occupations we assembled, ranging from a bookie (one boy insisted he knew one and wanted to interview him) to building contractors!

Still working together, we compiled some suggested questions to be used in the interviews, such as: How important in your job it is for you to be able to read printed instructions? To follow oral ones? To convince or persuade others? To write letters? To fill out forms?

When the time came to report the results of the interviews, I noted a new sense of responsibility and poise. Boys who before had been reluctant to talk to the group forgot themselves in their enthusiasm to report their finding; a new fluency came into their speech.

What did they discover about English as a vital force in life? Gas-station men, barbers, Dugan truck drivers, policemen, and many others reported that they needed English to enable them to speak convincingly to many types of people. Factory workers, office workers, building contractors, told them how necessary it is to be able to fill out forms correctly. Men who owned small businesses told them how they use English to write letters to order goods, register complaints, solicit business. . . .

After hearing these earnest reports, the boys took a new interest in English. Together we built up units in speech, vocabulary, and letter-writing based on their findings. The work done in these units was attacked with new vigor—English had become vital to these boys!—MADELINE SPARKS in *The English Journal*.

# SIX OLD SAWS WITHOUT TEETH

By  
J. R. SHANNON

WORK WHEN you work and play when you play" was a popular adage when father was a boy. Similarly, some half-dozen related and presumably irreconcilable dualisms were uttered by the official and unofficial spokesmen of education in those days with the unctuousness of infallibility. But the world has learned a lot in the intervening years, causing those towers of infallibility to totter.

## *The First Three Dualisms*

A Midwestern school superintendent forty years ago, in looking back longingly at the days when he was a happy high-school teacher, muttered, "I'd rather teach mathematics than do nothing for the same money." A notable landscape artist, who was more of a philosopher than he knew, had the same idea: "That man is most successful who is doing what he likes most to do and gets paid for doing it." What American boy would not like to be a professional baseball player—doing what he'd rather do than anything else, and getting paid for doing it?

*Vocation* differs from *avocation* by the inference that vocation is what one must do and avocation what one prefers to do. It is a tragic fact that this distinction exists. In the ideas and ideals of the mathematics teacher, the landscape artist, and the professional baseball player, the two terms are synonymous.

America's most prolific producer of published reports in educational research adds witness to the needlessness of a dualism between work and play, vocation and avoca-

tion. An athlete in his youth but now no longer agile, he makes a game of research and writing. He stresses lessons in personal efficiency by boasting that he has only normal intelligence but produces phenomenally because his work is play. His research sparks his teaching, and his teaching is his fountain of inspiration for research projects—a reciprocity, not a vicious circle.

When father was a boy, educational philosophers argued for "not what but how." Some even went so far as to claim that it made no difference what a pupil studied so long as he did not like it. Mental discipline was their goal. But the ideal of self-discipline has been made the mode amid Americans today. Modern philosophers have had to amend the amenities held dear by their predecessors, although they show forbearance toward their forbears.

Is it wise to stop with *howness* when *whatness* can be had as well? When school activities are chosen on the basis of *whatness*, then the pupils, by diligent self-initiated study, can get all the mental discipline (*howness*) their grandfathers ever got out of *whatless* subjects and have some *what* besides. "What and how" is a better criterion than "not what but how." The indirect value of *howness* should be regarded only as a concomitant of the direct value of *whatness*. The discipline a pupil gets from pursuing an activity for reasons of his own is greater and better than any he gets from slaving at tasks his masters coerce him to complete.

The play attitude should pervade all work, both in school and out of school. If

it doesn't, something is wrong: either the work is not suited to the worker, or the worker has not acquired self-discipline. In either case, the remedy, so far as the school is responsible for the remedy, lies in dissolving the ill-founded dualisms.

### *Two More Fallacies*

"Would you let your children eat nothing but cake?" was always the capsheaf which Herr Fritz Gilbert used as the pay-off when arguing the relative merits of cultural versus practical values, and of elective subjects versus required ones, in his presumed dualisms regarding the curriculum.

Der Herr Professor was a childless bachelor. Otherwise, he would not have stumbled into such a shallow and ill-advised analogy. Children don't want diets restricted to cake. A hungry youngster wants bread and beans.

An experiment with convalescent children in the Riley Hospital at Indianapolis, in which a large smorgasbord type of setting surrounded the children with a wide variety of food, and enough of each type to serve all if all ate nothing but it, proved the point. The children were wholly unsupervised in the cafeteria, and although at first they leaned heavily toward sweets, after a week of full liberty each child consistently selected what an expert dietitian would have prescribed. In a similar experiment, children with rickets chose what was best for them, including large doses of cod-liver oil.

Even dumb brutes are more capable of wise self-direction in diet than the bachelor classicist attributed to children. Any careful observer knows that dogs are persnickety at times, choosing some foods and rejecting others, often to the surprise of the observer. The dog's decision is not dictated by a book or by the mores or admonitions of his elders. Frank B. Morrison, in an authoritative book used as a text in agricultural colleges, points out the same thing for farm animals.

But der Herr Professor used *cake* only as

a figure of speech—and der Herr Schriftsteller also uses it figuratively. The digression into literal interpretation of *cake* was to prove the ineptitude of the analogy from the point of view of dietetic didactics. Fritz Gilbert was just plain wrong; he had no dietetic data. That there is no danger in children's following their appetites in their choices of food is not theoretical; it has been scientifically demonstrated. That there is no danger in their following their interests in the choice of school subjects and school activities is not so objectively demonstrable. Der Herr Schriftsteller will risk following pupils' preferences in curricular and extra-curricular activities, however, especially with competent faculty counsel, without qualms and fear of ensuing ulcers. In like manner, it cannot be proved statistically that there is no real dualism of cultural and practical values, since the question is not amenable to scientific controls, but philosophical considerations suggest that der Herr Professor was wrong again.

Classicists and disciplinarians are prone to malign the so-called practical subjects for not being cultural, and teachers of practical arts retaliate by decrying the so-called cultural subjects for not being practical. Does either group know what it means? Culture is depth and breadth of interest, information, and sympathy. Vocational subjects may be more cultural than the classics in the sense that they extend interest, information, and sympathy into activities and groups in society which the classicists scorn to recognize. Culture includes all life, not just whipped cream and pink tea.

The connotation of *practical*, on the other hand, should be broader than *manual* or *monetary*. Anything is practical which one uses or can use. According to this conception, Latin is practical.

Every school subject and every school activity is both cultural and practical. The dichotomy is not one of cultural versus practical, but one of much versus little. It should be the degree of cultural and prac-

tical potential in a school subject or activity that determines its relative worth. Furthermore, what has great value for one pupil may have little for another, just as one child at a given time needs one item of diet while another needs another. Pupils' backgrounds of culture have much to do in determining what is practical for them.

#### *The Sixth and Combining Consideration*

All five of the preceding dualisms in education, popular in the Victorian era, presupposed a sixth dichotomy: that curricular and extracurricular were discrete. Curricular activities were work; extracurricular ones were play. The curriculum was a school pupil's vocation; extracurricular activities were avocational. Cold-storage learning with little alleged direct value was prescribed on the assumption that it disciplined the mind. The curriculum was required; extracurricular participation was elective. The curriculum was presumed to be cultural; but the pupils found campus activities more practical.

Nothing in all life, either in school or out, which is really worth striving for is easy. No person, either in school or out, will ever amount to a pinch of snuff until he learns to force himself to complete projects when the going gets tough. But before one can pursue with persistence, he must have purpose. Only when one purposes can he perform, and it is in a school's extracurricular program, more than its curriculum, that pupils have the will to do. Nobody ever heard a football star cry, "Take me out, coach; this opposing tackle is tough!" or an editor of a school paper bemoan, "Plague take this filthy sheet; I want a life of leisure!" or the prima donna in the school operetta wilfully flunk her part and blame the director: "I didn't want to be in this old show anyhow!"

"Work when you work and play when you play" is not half so sound or salutary as "Play when you work and work when you play." The seven dwarfs in *Snow White*,

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#### EDITOR'S NOTE

*The educational wisdom of the past is a wonderful thing, Dr. Shannon believes—but the accumulation that we carry along contains much junk as well as gems. He suggests that we lighten our load by discarding a certain group of "six related dualisms." The author lives at Del Mar, Cal.*

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who whistled when they worked, demonstrate that. So does pupil zest for extracurricular success.

"We learn to do by doing" is an older pedagogical principle than the ill-conceived work-play dualism. John Amos Comenius (Komensky) called the subject-centered schools of his time (three hundred years ago) "places where minds are fed on words—slaughterhouses of the mind where ten or more years are spent in learning what might be acquired in one." Why not take the *s* (*s* for subjects, subjection, servitude, sycophancy) out of slaughter and have laughter? School activities have shown the way, and the curriculum will arouse effort through interest in the same manner when these dualisms die.

One factor in the Riley Hospital experiment has been overlooked: the gigantic smorgasbord at Riley included every nutritional element necessary for maximum hygiene, a fact not likely to obtain in a typical dining room without studied preparation. Correspondingly, the total educational menu in a typical high school is not likely to include "every nutritional element necessary for maximum hygiene . . . without studied preparation." It is the responsibility of the dietitian to maintain a balance conducive to optimum health.

As schools are now organized, the program of studies cannot be broadened without sufficient pupils and sufficient money. Economic administration cannot justify a universal educational smorgasbord in most high schools, where group instruction is

the mode. The same limitations do not obtain to the same degree to constrain the extracurricular program, however. Being more largely pupil-initiated, pupil-planned, pupil-executed, and pupil-evaluated—and being less largely on the group-instruction basis—the extracurricular menu can more nearly meet the needs and desires of all pupils.

When the walls separating curricular and extracurricular come tumbling down, the curriculum will be extracurricularized. Activities will be individualized more, placed more on the project basis and infused more with the play spirit, in recognition of the fact that effort begets interest much less effectively than interest begets effort.



## Advantages of the Six-Editor Yearbook Staff

In some schools the editorial staff of the yearbook is no longer built around the traditional editor-in-chief. One of the most recent procedures is to set up an editorial board, which meets during a regular class period.

The purpose is several fold. The duties of the editor are divided among six students so that the working load during the school year will not be too heavy for any one of them. Spreading the various activities of the editor gives a greater educational value to the publishing of the book. More than one student learns.

There is also a human-relations element, which does not always develop on every yearbook staff, but frequently does. The work of the six students is dependent upon the work of one another, so there is no editor to become egotistical and take a domineering attitude that causes no end of trouble for everybody. More than one person is taught dependability and responsibility.

Each student has about an equal amount of work to do. The editorial board or staff is composed of a dummy editor, art editor, individual picture editor, picture editor, copy editor, layout editor, and the photographer.

The duties of the dummy editor, who should have two or three assistants, should be to lay out the master, the photography, the paste-up, and the printer's dummy. . . .

Art editor: The art editor should work with the dummy editor in determining the theme. He should make a rough sketch of each drawing for the pages on which art work is to appear. He should be responsible for the opening pages, the fly leaves, and the division pages. . . .

Individual picture editor: The duties of the individual picture editor are to plan with the class sponsors or counselors the time for the scheduling of all individual pictures; obtain the alphabetical lists of the classes and set the time for each indi-

vidual picture to be taken. The individual picture editor should have one assistant from each homeroom to serve on his staff. . . .

Picture editor: The duties of the picture editor will be to arrange for the taking of all pictures except individual and faculty individual pictures. He cooperates and counsels with the club or activity sponsor to determine the date of picture scheduling; notifies the photographer and keeps the picture schedule that is maintained on the bulletin board up to date. . . .

Copy editor: As each picture is taken, the copy editor will arrange for the deadline for the print to come into his possession. The copy editor upon receiving the print should determine from the master dummy the amount of copy needed, write or arrange for the write-up, which should fit the space. This should be read carefully for errors and correct spelling. Any number of editors may be assigned to assist the copy editor. . . .

Layout editor: The layout editor takes over the pictures and the newly typed copy as soon as the copy editor has completed his task of identification and write-up. He begins checking both copy and pictures with the master dummy, which is the blueprint of the yearbook. He crops the pictures, determines whether both copy and picture fit, labels them, and prepares the final recording of them for mailing to the printer.

The student photographer: The student photographer should take the pictures that have been assigned to him, develop the negatives, and make the prints to fit the required size of the layout. The procedure with student photography depends upon the use of a club or a class for this activity of the yearbook.

There remains the business staff, which depends largely upon the traditional plan in each school of financing the yearbook.—ELIZABETH WHITE PARKS in *School Activities*.



# High-School HUMOR:

## *A teacher gets all the "breaks"*

By  
CYRIL C. O'BRIEN

WHEN I FIRST began mulling over a title for the present article, it soon became evident that the story should have an educational slant if it were ever to see the light of day in an educational journal. Of course, the word "School" could have been eliminated. That would have made the title "High Humor." But what if the humor were not so high? What a possible let-down for the readers, or should I say reader? Or would it be best to say—nothing.

Perhaps a simple, unaffected title, like just plain "Humor," would have been most appropriate. But the author might still be accused of presumption in peddling just plain humor. It is not funny, Mr. McGee. I must never forget that I am or was a school teacher.

Let the title stand or fall on its merits. At least, I can write about a high school. I attended one and taught in one.

Examinations, with which teachers torment high-school students occasionally, are often the source of anomalies, anachronisms, and semantic incongruities. Sometimes the teacher initiates the stimulus that evokes the student *faux pas*. One of my former high-school teachers once gave a subjective examination in American history. One of the questions was, "Tell all you know about the War of 1812." I answered, "I know nothing." I could never understand why I received "Zero" for that reply. After all, I did answer the question.

Teachers seemed to have it in for me. There was the time that I answered a question on a test in ancient history. It was a very, very simple question: "Tell the story of Queen Tutankamenahopalongcasino-

men." I wrote, "She was the forty-second cousin of King Tut. Little is known about her." The teacher gave me a "Zero" for that one, too, and jotted on my paper, "Quite evident." But enough of my indiscretions.

Let me tell you about some examination blossoms which I discovered after teaching several years in high school. In geography, the doldrums were described as "a belt of clams around the equator." One answer in history told me, "Every time Lincoln gazed at Old Glory and the onion jacket, his chest smelled with pride." American history and civics furnished quite a number of "gems": "Teddy Roosevelt once said, 'Speak softly, but carry a big Pole with you.'" And then, "To be a good citizen, you must know your Czecks and balances, after which you can go into the banking bizness." The Civil War was known to pupils also, as exemplified by the following: "The North and South fought each other with the Slavs in between." "A reeling American will love his countree to the last drop—of his blud." Knowledge of English history produced this item of information: "King George the sick

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### EDITOR'S NOTE

*The production of pupil boners and parental fluffs in notes to teacher is endless and unflagging during the school year. Mr. O'Brien, who is now on the faculty of Marquette University, Milwaukee, Wis., has a small store of these items that cling to him, from his days as a high-school teacher, and would like to share them.*

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sat on a thorn for fifteen years and then died of canker of the bust."

Not the least amusing are a few full-blown semantic syndromes from the field of science. One budding scientist wrote, "When you split an atom, look out, if you don't want to be blown up." Another stated, "Einstein is such a great scientist that whenever he thinks, his brain vibrates with new clear energy." Still another said that Kepler took a trip to Mars in his own imagination and travelled back to earth in his own mine. A really amazing feat was related by one high-school student, who said, "After Newton was hit on the head with an apple, he began to think and think about gravity and how much lighter he was on the moon."

Interpretation of current events revealed some baroque characteristics. Robert Vogeler was reported as breaking through the iron curtain with his own steam, while King Farouk had to flee from his native land leaving his museum and Egyptian mummies behind.

The kind of notes that high-school teachers sometimes receive from parents make one wonder to what extent sense of humor is inherited by their offspring. For example, "Be sure to change Tom's seat. He has a rough rash on the right side and I don't want others to cash it." And, of course, slight indispositions can be effectively explained by a brief note, such as, "Pleze excuse Jim from scool this mornin. He had a toot achke pulled. Heel be abel to play band nex week."

One of the most emotional letters the author has ever witnessed came from an immigrant parent to a high-school teacher. It was couched in the following winged words:

Who tole you you can teach, you big bagga wind. You give my gurl a D for English. No. D means sum ting els then school mark. Yes. But I dont stoop to use it.

I take Sal- from your school. I never want to see you agen in this wurl. I no I wont meat you in the necks.



## Rules and Regulations: Don't Lean on Them!

I cannot admire those members of any profession who measure their conduct by some criteria of "Rules and Regulations."

That is the fault of so much of the human relationship that prevails in so many of our economic and commercial activities. "Rules and Regulations" for coming in in the morning, for speed of work, for quantity of work, for promotion, for absence, for illness, for dress, for everything that should be guided by the promptings of one's professional interest, one's sense of ethics, one's desire to serve, one's morality, and one's human instincts and considerations.

What I am getting at is this: we have a tendency to fear the "Regulation" of our feelings, of our conscience, and of our souls, and to put our faith instead in various man-made relations, laws, and directives.

Personally, of course, I have the authority and responsibility, as principal, to lay down and enforce "Regulations," directives, and things of that sort. Personally I hate to do this, but do not hesitate when there is a need. This sort of thing is a

managerial or executive technique, not a professional.

It seems to me that people with professional attitudes, whose energies and mentalities are creative and liberal, will not want to be directed by mass "Regulations," herd routines, and dictatorial directives.

Professional people are people who can guide themselves and in guiding themselves can operate their intelligence, their reason, their consideration, and their professional ideals.

Our problem should be not "How many bricks a day do the 'Regulations' permit me to lay?" but our problem should be, "What can I do to practice my profession with more vigor, more thrill, more contagious enthusiasm, and more productivity?"

By the way, that is one of the reasons I find it hard to become enthusiastic about PTA's. The members give so much activity to "Regulations," "Rules," by-laws, articles, amendments, that instead of being parents-of-our-children they become voting members of the PTA.—LEON MONES in *Daily Bulletin* of Cleveland Jr. High School, Newark, N. J.

# VISUAL AIDS: a Door to Pupils' Personalities

By

PEARL BERKOWITZ and ESTHER ROTHMAN

THE USUAL DEFINITION of the word projection, "a part which juts out," assumes greater connotations in psychological terminology, where projection is defined as the externalizing of the subjective, the thrusting out unconsciously of inner tendencies and feelings. True personality projection, therefore, is a disclosure of personality structure without inhibition or censorship, either consciously or unconsciously, permitting a trained observer to interpret the meaning of behavior.

The Rorschach test is the most important example of a projective device. It consists of a series of bilaterally symmetrical ink blots, some in color, to which the individual ascribes pictorial representations not inherent in the blot itself, but rather in the individual. Any answer in its quality and content gives a clue to the personality structure of the individual.

Clinical psychologists use many projective devices for diagnostic purposes. Projective devices may be used not only by the clinician, but also by the classroom teacher who is interested not in pathologies, but in normal children. The teacher wants to know as much as possible about each child in the room. Some such insights may be reached through the use of the visual-aids program.

The teacher today is familiar with visual-aid materials and methods. These include strip films and silent and sound movie films. They play a part in presenting new factual material to be learned, or in reviewing material to be relearned. This purpose of visual aids is very well known and widely used. Less widely used, however, are visual

aids as a means of personality projection.

The personality of a child cannot be didactically stated. It is not a unified whole. All children, however, have one thing in common. They meet problems in the course of living—problems which may be of an intense personal nature or of casual momentary importance. A troubled child with a problem may be recognized in the classroom when he is given an opportunity to project his problem during a visual-aids period.

A child with a problem responds readily to that portion of a film which has the most meaning to him, even though that portion may have been a minor if not an insignificant part of the entire material. The film may be instructional or entertaining, dealing with inanimate objects and symbols or with real situations and people. Identification with the film situation and resulting emotional release can be attained through the presentation of almost any film subject. Troubled children in particular react with personal intensity and absorption to those subjects which are meaningful to them.

The teacher can almost never determine in advance the kind of reaction a film will evoke. The film presented is chosen first for the teaching possibilities it offers and only second for the emotional release it may give to the children. Some particular films, however, act as a better stimulus than others in provoking projection.

The program is effective with the discussion immediately following the film, or with the discussion running concurrently, as would be feasible with the presentation of

strip-film frames. Discussion may be either on a personal basis between the pupil and teacher alone, or on a group basis with all members of the class participating. In group discussions, the teacher can observe interpersonal relations within the group, as well as the personal reactions to the film.

The following discussion by a group of disturbed youngsters, ages 9 and 10, is representative of the type of reaction that is frequently found among such troubled children. The discussion was held as the film-strip of Jack and the Beanstalk was being presented. One particular frame seemed to be a particularly innocuous one. Jack was seen climbing the stalk. It came immediately after a frame where Jack had been scolded by his mother for having brought home the magic bean. The conversation went as follows:

*Michael:* Stupid Jack, he'll get hurt climbing like that.

*Juan:* You think he's soft like you, eh? He wants to be rich so his mother will like him. His mother likes him but she'll like him better when he's rich.

*Alfred:* Nobody likes him, nobody does, cause he's bad.

*Michael:* He'll get hurt.

*Alfred:* Like when I beat you up.

*Virginia:* His mother won't care. She wants him to get hurt. She would like to get rid of him, that's what.

*Alfred:* Yeah, he's bad.

*Juan:* Well, I don't know about that.

Later, with the presentation of a frame wherein Jack is seen hiding from the giant and seeking refuge in the stove, Michael's overconcern about his physical safety again comes to light, as well as Virginia's extreme feeling of rejection. Juan's apparent ambivalent attitude to his mother is once more expressed and Alfred shows his own apparent lack of self esteem and his tendency to aggression. It is also evident that Michael is Alfred's particular target of aggression. The following is part of the verbatim conversation:

*Juan:* If he doesn't get out, his mother will worry.

*Virginia:* She's an old hag, she won't worry. She wants him burned.

*Juan:* Maybe she does, but only when he's bad.

*Alfred:* He's a no-good guy. I don't like him either.

*Virginia:* Neither do I.

*Michael:* I like him.

*Alfred:* Who cares what you like?

*Virginia:* Yeah, who cares?

It is interesting to note that in this particular story the role of the mother is an exceedingly small one. She actually appears in only three frames. Still these children reacted to the mother as though she were the core of the story. This type of discussion may start spontaneously but only through adroit questioning can it be maintained for a sufficient length of time that the teacher can explore individual differences fully.

It is readily observable that the teacher gained many valuable insights into the behavior of the children through the reported conversations. The insight was heightened a week later when the teacher presented a 16mm sound film on the butterfly and its development from the caterpillar.

At the completion of the showing, the children were excited about the great change the caterpillar had undergone in order to become a butterfly. The discussion that follows indicates the very same concerns that were apparent in the discussion of Jack and the Beanstalk:

*Virginia:* I would like to change like that. Only my mother will be a fairy princess, not a stepmother.

*Michael:* I'll be Mighty Mouse so nobody will hurt me or maybe a porcupine so I can stick people.

*Alfred:* I'll be Superman and kill all the criminals.

*Juan:* I won't be anybody but myself, just Juan.

*Virginia:* But stepmothers are all right if they're fairy princesses too.

*Alfred:* That's stupid.

*Michael:* That's stupid.

*Alfred (to Michael):* You shut up.

The teacher can use visual aids to advantage not only with young children but also with older children and adolescents. It is not unusual for adolescent boys and girls to be really interested in fairy tales if there is an emotional impact in the story, even though they may evidence superficial disdain for such infantile fare.

For instance, during the showing of a strip film on Cinderella to a group of adolescent children, attention was at its peak throughout. Discussion became quite heated when it centered upon the cruelty of the siblings and the stepmother. It was relatively easy to discover which of the children came from homes where they were less favored than others in those homes. More specifically, the teacher found out which important figures in the child's life impelled him to resentment by observing which character gave him the most concern—the cruel stepmother, the favored sibling, or, surprisingly, the force of the unknown good centered in the fairy godmother who was a benefactor only until midnight. Throughout this film, the teacher noted specifically a girl who identified the fairy godmother with an inconsistent mother who gave her material favors only to deprive her of them later.

This particular strip film permitted the teacher to gain insight into several of the children who were school problems at the time, for it gave the teacher a growing understanding of each child's overt behavior. The older girl who resented the fairy godmother, for instance, was continually rebelling against the adult authority of the teacher. It was, in fact, not the teacher who was the core of her problem but rather her attitude toward the authority in her home, the mother, of whose affection the pupil was never certain.

The value of this program is heightened because it permits the teacher to discover a child with a personal problem even though the problem may not be of a school nature. L was such a child.

L, aged 14, seemed to like school and to get along well. The teacher noted that L never participated in a group unless he was specifically invited to do so. If no one suggested that he become part of a group, he would not do so of his own accord. One day, a filmstrip was presented which was part of the science lesson. The class had just set

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#### EDITOR'S NOTE

*The authors teach classes of disturbed and delinquent children ranging in age from 7 through 18, in the Psychiatric Division of Bellevue Hospital, New York, N.Y. They have found that visual aids are projective in more senses than one—that is, when you project a film or a filmstrip, the pupils' reactions to it are projections of their personalities. Mrs. Berkowitz and Mrs. Rothman explain their method and suggest how it can be used by a teacher with classes of normal students.*

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up an aquarium and were watching a filmstrip on aquariums. As a minor part of the film, there was a slight explanation of the life cycle of a fish, beginning with the egg-laying process. During this presentation and the discussion that ensued with each frame as it was presented, L broke out spontaneously with: "Look at that old lady fish! She goes and leaves her babies like that and waits for somebody to come along and take care of them. It's all wrong!"

This was just a brief explosion which most of the children left unnoticed. Discussion centered, however, upon the methods other animals used in caring for their young. Was it all wrong, as L had said, for a mother to leave her eggs after they were laid? During this brief discussion, the teacher learned a good deal about L and sensed the extreme rejection he had experienced by his own mother. The teacher also realized that L's behavior—his unaggressive participation and his extreme dependence upon being invited to join groups—stemmed from maternal rejection. Perhaps L could not face the possibility of being rejected either in the classroom or on the outside.

With this information, the teacher was able to provide a program and list of activities for L which heightened his sense of security by trying to provide opportunities whereby he was constantly being accepted



by both the teacher and his own peers. Without the aid of this film, the teacher might possibly never have discovered L's feelings of rejection. As it was, through the use of this film, L's problem was easily discernible and steps were taken to help him adjust to his own situation and to handle his own emotions.

The teacher, like the psychologist, wants to study and know the emotional tone of each child. The use the teacher makes of the information differs from that of the psychologist, but the teacher recognizes a sound pedagogical and psychological principle which states that meeting a child's

educational needs includes meeting his emotional ones.

Information which is necessary for a more than casual understanding of the child is not always available on a record card, and indeed it should not be made part of a permanent public record. Such information, moreover, cannot be obtained by mere observation or interview. Although the teacher makes use of these methods and many more, projection as a separate educational tool cannot be overestimated as a valuable technique the teacher can put to good use in reaching a better understanding of children.



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## Findings

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**OVERWORKED?:** Many of the weak physical-education programs in high schools may be the result of overworking the physical-education instructors, says Deane E. Richardson in *Journal of the American Association of Health, Physical Education, and Recreation*.

Of 205 California senior-high-school physical educators who cooperated in Mr. Richardson's study: 99% had from 6 to 8 daily periods scheduled—and of these, 45% had no free period, 45% had one free period, and 10% had 2 or more free periods but were "engaged in administrative responsibilities." About 64% of the physical educators taught both physical education and academic subjects. Some 56% either coach two sports and supervise intramurals or coach three or more sports, and thus are "engaged in after-school activities the entire year."

Mr. Richardson gives a lengthy list of teaching, counseling, planning, record-keeping, and administrative chores that most physical educators would have to do at home in the evening to keep afloat.

Since the physical educator can't cope adequately with everything on his schedule, says Mr. R., you can't blame him for devoting his "major attention to the part of the program that is on public exhibition." That's the part his job may depend upon.

**UNHAPPY COUNSELORS:** Guidance people talk a good deal about "job satisfaction" for their students—but apparently don't have much of it in their own work. That's what we gather from a study of 1,282 counselors in 1,253 schools throughout the U. S., reported in *Personnel and Guidance Journal* by William L. Hitchcock.

Of 9 different kinds of work that customarily or very frequently fall to the lot of the counselor in a school, none was accepted as part of the job by any overwhelming per cent of the counselors. Each of the 9 duties was performed by from roughly 40% to 95% of the counselors—and of these, from 29% to 41% maintained that each of the duties should not be part of their job. For instance, about 75% of the counselors assist pupils who are failing, but 41% of those so engaged "do not feel it is their job." Pupils are assisted in course planning by around 95% of the counselors—of whom 40% insist they shouldn't have to. And of the roughly 95% of counselors who assist pupils with occupational plans, 40% deny that this should be part of their jobs.

Mr. Hitchcock, somewhat flabbergasted by these responses, comments, "The results are so shocking that one wonders what these counselors believe are their functions."

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EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

# It's Hit-or-Miss Schooling for these MIGRANT PUPILS

By  
PETER STUTZ

FOR MANY American children, the healthful pattern of education was broken this past fall. They were removed suddenly from schools in which they had studied but a few weeks; they had to leave new friends.

They were the children of workers who had migrated north to harvest crops. Like children of other residents, they entered schools in New York State in September. But by Thanksgiving Day, all but a few of the migrants were gone. With the autumn's first snowfall, many migrant families packed their trucks and returned south. So quickly did they move that their children were unable to tell teachers they were going. The children weren't in attendance long enough even for a first report card.

The education of these migrants must suffer because of these twice-a-year treks. Some, for example, are "lost" in the grades where they say they belong. They can't recall their proper grades, and a few cannot memorize the name or address of the migrant camp that is their temporary home.

Yet despite the handicaps, some migrant pupils do superior work. An eleventh-grader in Williamson, N. Y., Central School was praised by her principal as "a very fine student—you could compare her favorably to any of them." Tuskegee Institute is this girl's goal. Sixteen-year-old Mary Barnes wants to become a history teacher. For the past three years she has begun the school term at Marian, N. Y., Rural Central School. Mary, an 11th-grade pupil, hopes to take her entire senior year in Florida this fall. Then on to teacher training college.

Williamson and Marion schools are in Wayne County, N. Y., which has a heavy

migrant population each year. Workers from Florida enter the county, beginning about July, to catch the harvest of snap beans, cherries, and other crops. In Wayne County, Sodus Central School enrolled 100 migrant children in September 1952, and Ontario and Wolcott schools had more than 30 each.

A few migrant children are veteran travelers. Scottsville School (Monroe County) welcomed some back for a fifth straight year. Already acquainted with their northern schoolmates and neighbors of some other migrants, these children experience less trouble in adjusting.

Today, migrants usually cooperate with schools. Ten years ago it was different. In 1942, a member of Marion School staff recalled, she couldn't find a migrant who admitted to being 16 years or younger. Finally a migrant woman who believed in education began to point out neighbors who had children of school age. "Then the youngsters came out of hiding."

Teachers and administrators must try to see that returning migrant children have transfers and other school records, for the

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## EDITOR'S NOTE

*Mr. Stutz is a reporter on the Rochester, N. Y., Democrat and Chronicle. In 1952 he made a survey in several schools of Wayne County, N. Y., of the educational problems created by the children of migrant harvest workers. In "following the crops" these children have to snatch their education on the run, from numerous schools.*

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children forget about them. Once in awhile there are pupils like the six ninth-grade boys at Sodus Central School. They asked their principal for records before they left Sodus in 1952.

Schools, of course, have learned to adapt to the care of their temporary pupils. Bus schedules can be rearranged and classroom

seatings expanded. Guidance teachers probably anticipate the new crop of migrants. But the problem will continue, since harvesting by migrants has become an economic factor in many communities. And the moves mean an extra burden of adjustment to new environments for many young lives.



## Dog-Eat-Dog Provincialism

How many times have you heard and perhaps joined in the chant, "We're from Our Town, couldn't be prouder!" It echoes and re-echoes from every stadium and every gymnasium in the country. We call it the bubbling over of juvenile effervescence. We revel in the loyalty, the spirit that is generated. We even call it, in voices quivering with emotion, the American Way.

But, is it?

There is a growing feeling among thoughtful teachers and school administrators that we are perpetuating a type of provincialism—of school loyalty, if you please—that eliminates the thought of co-operation in favor of the dog-eat-dog type of competition similar to the kind of thing found in political campaigns.

Many thoughtful students as well are afraid that we are losing sight of the basic value of "do-your-best" and replacing it with the shoddy philosophy, "we-gotta-win." In fact, it has become almost sub-

versive to suggest that we don't *have* to win, as long as we have honestly done our best. . . .

How can we defend a system that teaches, "The reward of a thing well done is to have done it" in American literature class and then send that same class to the pep assembly to be instilled with the idea of winning at all costs? "Stop the other team! We gotta win! We can't lose!" When a conflict of this nature exists in even our "best" public schools, how can we blame the citizenry for questioning our procedures and our purposes?

Some very daring coaches in our vicinity experimented with a revolutionary idea last Christmas. They held a basketball "festival" in which four schools participated. The experiment was branded as a failure in the local paper, however, inasmuch as there was no winner. The necessary spark was lacking. There were no tears.—BEN FRANKLIN, JR. in *Illinois Education*.

## Everyone in Reagan, Tex., Uses the School Gym

In the small community of Reagan, the school gymnasium is the most valuable piece of property in town. It is a building used by school children every day—and a recreational center used by all our citizens, old and young, whenever they have a use for it.

When you think of entertaining in Reagan, you just naturally think of the gym. It serves as a recreational center for churches, 4-H Clubs, home demonstration clubs, and for just about any other organization that wants to use it.

The building even doubles as a theater at times, since there is no movie house in Reagan. And it's ideal, of course, for group games, square dancing, or community meetings such as the one we held last winter to honor our telephone operators.

All school programs, music recitals, and other entertainments also are held in the gym. Two basketball teams (one for boys and one for girls) use the building, and all our youngsters from the first grade up enjoy the gym's use as a skating rink.

Last Halloween, we planned a big carnival for the gym and every boy and girl in town attended. The entertainment in familiar surroundings kept them so busy that there was no damage to either town or school.

We even share the gymnasium with neighboring communities. The friendships formed here, and the interest in the school that is being cultivated, make us realize how important it is for the small-town school to serve as a community center.—MARY KIRKPATRICK in *The Texas Outlook*.

# FAMILY NIGHT:

## *PTA school party for all parents*

By

C. H. WOODRUFF

THIS is my very first social affair since I arrived in American City two weeks ago," said Mrs. Newcomer, chatting gayly with Mrs. Native Daughter. "I didn't dream that I'd get to know so many lovely people even after a whole year of residence. And the realization that I owe it all to my seventh-grade daughter, Mary Jane, makes it all the more wonderful."

"It's well for you," replied Mrs. Native Daughter, "that you didn't arrive four years ago."

"Why?" nervously asked the newest patron of the Jefferson Junior High School.

"Because," laughed her new found friend, "Family Night was begun only three years ago."

"If it's a tradition it is the youngest in the land," replied Mrs. Newcomer.

And so Mrs. Newcomer was introduced into one of the most popular, satisfying activities of the school's Parent-Teacher Association.

Each fall, a dinner and a musical program by various pupil groups, followed by talks which highlight the school's program, open the year for the patrons of the school.

After two hours of eating, conversing, and listening to explanations of the school's proposed plans for the year, the group adjourns for square dancing in the gymnasium. There, for three hours, parents grow young again as they become even better acquainted with one another than at the banquet table.

Mrs. Newcomer is glowingly elated at the friends she is making.

Older members are similarly pleased at the success of this annual school "party for parents." For it is here that new members

are recruited, ideas are exchanged, friendships are built and strengthened, plans are made for another successful school year, and patrons and teachers are given an opportunity to know and approve of one another.

Mrs. Newcomer and Mrs. Native Daughter will work together on the social committee, not as suspicious strangers but as friends who have played together. Others like them will serve in various capacities with an enthusiasm based on like friendships. The Parent-Teacher Association is off to a good start. Every one of its monthly meetings will reflect the attitudes built on the autumn Family Night program.

The second Family Night program, held in the late spring, will reveal new wonders to Mrs. Newcomer. At that time, as in the past, members of the staff will meet with parents to plan pupils' programs for the coming year.

Carefully, the program the seventh graders will encounter in the eighth grade will be explained to them and their parents. All questions will be patiently, fully answered. The vice-principal of the school will lead in this group.

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### EDITOR'S NOTE

*The Parent-Teacher Association's annual "Family Night" brings the parents to Jefferson Junior High School, helps the recruiting of members, and sparks the PTA program for the whole year. Mr. Woodruff, supervisor of junior-high-school education in the Long Beach, Cal., Public Schools, recommends this plan as effective in a variety of ways.*

---

Eighth-grade pupils and their parents will meet with the principal to discuss required and elective subjects in the ninth grade. Together, teachers, parents, and pupils will give serious consideration to courses which will prepare ninth graders for vocations, college entrance, and the like.

Ninth-grade pupils and their parents will plan with the high school counselor and

competent teachers, the program to be followed in Senior High School. The guidance program of the Junior High School will have reached its climax.

By June, Mrs. Newcomer through work and play will have become Mrs. Old Timer. Knowing what her status will be, she is already planning to sponsor a "new junior high school parent."



## The Best Man Who Ever Tightened Bolt No. 762

A story told among workers in various automobile assembly plants throughout the country illustrates the overspecialization of the division of labor. A man had worked at one plant for five years and had earned the title and wages of first-class mechanic. For personal reasons, he changed plants and companies. At his new job, the foreman placed him in a position becoming to one with the rating of first-class mechanic. Immediately, though, the foreman became aware that the man did not have any idea as to how to do the job. When asked how he attained the rating of first-class, the so-called mechanic answered, "I was the best man at the other plant who ever tightened bolt Number 762!"

If a teacher, in most secondary schools, who has become overspecialized in one field were to be switched to another field of subject matter, would he

not find himself in the same plight as the luckless first-class mechanic? The danger of overspecialization does not start with the consequences of such a change. The danger lies in the lack in each teacher of an understanding of the total process of education. Each becomes more and more proficient in his subject-matter field, while running the danger of losing contact with the more vital part of education, the pupil.

Stop and look around. Are you in a school, or are you caught in the midst of an assembly line? Are you a teacher, or are you a first-class mechanic who knows nothing but to tighten bolt Number 762? If you have become a machine and not a person, the change back to life will be profitable both to you and to your pupils.—DAN C. SHANNON in *California Journal of Secondary Education*.

## Half-Baked "Research" Isn't to Be Swallowed Whole

No doubt the hope of establishing counseling as a profession lies in the possibility of making guidance a science. Contributions of great value have been made, and will continue to be made; but the science of guidance is faced with two grave dangers.

The first danger is in the acceptance of local experiments as if they were scientifically established. Many investigations masquerading in the guise of research studies are completely invalidated by the use of an inadequate number of subjects or of inappropriate techniques or controls, or by lack of some other vital element of scientific procedure. Yet, current periodicals accept these reports seemingly without reservation. Consequently, guidance people select texts and reference books or determine administrative or supervisory policies of large import on the basis of such meager results.

At times, guidance specialists, impressed by investigations in a given area, concern themselves with certain aspects of the field and thus allow

ill-established findings to hold sway. The acceptance of such conclusions constitutes so great a danger to guidance progress that all who are engaged in experimental work should heed the warning to be particularly careful not to publish results until findings have been thoroughly verified.

The second danger is in the premature stabilization of guidance practices within a school system. It may arise from the naive acceptance of invalid studies, from experimentation under artificial conditions, or through lack of common sense in the interpretation and application of valid findings. To illustrate the tendency we need only point to the present trend of guidance procedures which are adopted for an entire large school district when it is evident that these procedures by no means include all the needs commonly encountered in the different socio-economic groups represented in a large system.—J. H. O'NEILL in *Personnel and Guidance Journal*.



# Events & Opinion

Edited by THE STAFF

**SPORTS:** Interscholastic sports are here to stay—and should become a regular part of the curriculum. That was the consensus of opinion of administrators who attended a recent conference of high-school principals at Teachers College in New York City, says Gene Roswell in the *New York Post*. This, he remarks, is what coaches have been arguing for years. And incidentally, this plan would give some athletes their first opportunity to get an A mark in a course.

**SEGREGATION RACE:** South Carolina, one of the Southern states whose constitutions are on trial before the U. S. Supreme Court because of their provisions requiring that white and Negro children attend separate schools, has been staging a spectacular and costly race against time "to narrow the gap between 'separation' and 'equality,'" says W. D. Workman, Jr., in the *New York Herald Tribune*.

To bring the State's Negro school system closer to parity with the white schools, Mr. Workman continues, South Carolina's educational establishment is undergoing a revolutionary upheaval—expensive, controversial, "destructive of many historic concepts and disruptive of many political alignments."

From one end of South Carolina to the other "new school buildings are springing up at a rate—and a cost—never before equaled in the history of the State." The school building program involves the ultimate expenditure of more than \$175,000,000 for construction and improvement. Other parts of the program include increased state aid for teachers' salaries; a statewide, state-supported school-bus system to replace the previous local school-bus systems; and increased appropriations for school supervision and overhead. Consolidation swept the State in one big effort that "has astounded school officials elsewhere." The former 1,220 school districts have been merged into 103 units.

A 3% retail sales tax was established to help finance the program, in which apparently more than two-thirds of expenditures have been for the Negro school system. The Negro reaction to the program has been largely "one of silent acceptance." But spokesmen for the National Association for the Advancement of Colored People continue to oppose the idea of "separate but equal" facilities and threaten court actions to end the two-school-system plan. In the meantime, U. S. Supreme Court hearings in the litigation over segregation in the schools of Southern states are scheduled to be resumed December 7.

**CHURCHWOMEN VS. SEGREGATION:** The United Church Women of the National Council of Churches stood "overwhelmingly opposed" to racial segregation in the public schools at a recent national assembly of the organization in Atlantic City, according to a news item in the *New York Post*. Elimination of segregated schools was urged in a resolution calling upon the more than 10,000,000 Protestant and Eastern Orthodox women represented by the UCW to "face the immediate urgency of the question now pending before the U. S. Supreme Court."

**HO HUM DEPT.:** The Special Regents Commission appointed more than 20 months ago to search through textbooks in the New York State public-school system for subversive material never has held a meeting, says a news item in the *New York Times*: "Despite a recurrent hue and cry by groups that charged local boards of education with exposing pupils to disloyal teaching aids, the 3-member commission has not found it necessary to act."

The Commission's duty is to investigate a textbook only upon receipt of a complaint from an individual or a group—and no such complaint has been received. This has been a matter of some surprise to the State Education Department, as a number of localities have been involved in heated disputes with groups of residents who contended that Communist propaganda had crept into public-school texts.

This "deafening silence" since the Commission was formed has led one State Education Department official to suppose that "possible Communist infiltration through textbooks no longer is an issue in the State's schools." Or it could be that local critical groups are anxious to avoid having their charges passed upon by responsible authorities.

**JIMMY VALENTINE, JR.:** A 9-year-old boy who opens safes by touch has been brought to light by the police of White Plains, N. Y., says a news story in the *New York Times*. The boy confessed that he had led his three accomplices, aged 8, 9, and 11, in 26 burglaries during the previous 7 months. While detectives were busy checking his claims, the boy idly opened the police safe. The incredulous detectives locked the safe and defied the boy to open it again. He obliged them.

In the annals of crime it is supposed to be strictly fiction that a safe can be opened by touch. But

apparently there is no height of achievement that modern youth cannot reach.

**PAMPHLET BEST-SELLERS:** The 199 pamphlets in the Public Affairs Pamphlet series have reached a total circulation of more than 20,000,000 since 1936, reports the Public Affairs Committee, New York 16, N. Y., the non-profit educational publishing organization which "has revived and modernized pamphleteering as a primary method of conveying important knowledge to a wide and diversified audience."

The all-time best seller has been *The Races of Mankind*, a booklet highlighting the conclusions of research in the social and biological sciences on how mankind has developed. It has sold 937,350 copies since 1943.

Second-best seller is *Blood—Your Gift of Life*, which was issued to spread knowledge of why the blood-donor system in the U. S. is history's greatest public movement to assist medical services. Numerous other pamphlets in the series have sold from a quarter-million to two-thirds of a million copies.

The pamphlets are widely used in classrooms, libraries, adult-education sessions, forums and discussion groups, homes, and industrial organizations. About 10,000 teachers, school libraries, and other individuals and organizations are regular annual subscribers for single copies of the monthly pamphlets. The Committee says that it is self-supporting and receives no funds from any endowment or foundation, and that the pamphlets must meet high standards of editorial excellence, since each title must draw sales and pay its own way.

**GUIDANCE MEETING:** The 1954 convention of the American Personnel and Guidance Association will be held at the Hotel Statler, Buffalo, N. Y., April 11-13. As the APGA represents a recent merger of several associations in its field, and has grown since the merger, a listing of the groups involved in the convention seems called for. *Divisions of the APGA:* American College Personnel Association, American School Counselors Association, National Association of Guidance Supervisors and Counselor Trainers, National Vocational Guidance Association, and Student Personnel Association for Teacher Education. *Member organizations:* Alliance for Guidance of Rural Youth, Altrusa International, and Western Personnel Institute.

**ASCD CONFERENCE:** The ninth annual convention of the Association for Supervision and Curriculum Development will be held in Los Angeles, Cal., March 7-12, 1954. About 2,000 leaders in the fields of supervision and curriculum improvement are expected to attend. A number of associated meetings will be held at the same time and place:

American Association of School Librarians, Association for Student Teaching, some California educational groups, a regional group of the Division of Audio-Visual Instruction (NEA), and others.

**ENGLISH MEETING:** The 43rd annual convention of the National Council of Teachers of English is being held at the Statler Hotel in Los Angeles, Cal., November 26-28.

**RATIONING TV:** British parents have been advised to limit their children to one hour of television a day by Freda Langstrom, who directs the British TV-for-children programs, according to a Reuters news dispatch. These programs cover just an hour of the daily English telecasts. Miss Langstrom said she was shocked at reports that American parents let their offspring sit in front of the video screens four hours a day and six hours on Sunday.

As you can see, Miss L. has a simple, facile solution to the problem. Whether it is followed in Britain any more than in America is anybody's guess. People seem to be divided into two classes: problem-solvers and those who pay them no heed.

**MONEY-RAISING PLAN:** To finance a handsome new headquarters building, the West Virginia Education Association is taking what it says is an unusual step in offering members \$150,000 worth of building certificates bearing 3% interest. Instead of borrowing the money from outside sources, the Association prefers to pay interest to members.

All members will be assessed \$1 a year for 10 years, and certificates will be retired by lot as money is available, or members may cash in their holdings ahead of the drawings. The interest on \$40 or more in certificates would more than cover a member's assessments. Certificates are available in \$10, \$20, \$40, \$80, and \$100 units, with no limit on the number an individual may buy. Local teacher groups might find a use for this kind of a plan.

**TOURNAMENTS:** Basketball teams of North Dakota high schools play in "two or three tournaments coming within a period of three weeks" to determine the state championship. Of 50 administrators and 33 coaches who responded in a study on the problem, says A. L. Hagen in *North Dakota Teacher*, seven-eighths of the administrators and more than two-thirds of the coaches believe that such "tournaments distort the regular athletic program out of proportion to its values." Three-fourths of the administrators and one-half of the coaches felt that the tournaments contributed nothing, or very little, to "achieving the basic objectives of education." Whether this weight of opinion will end the tournaments is another matter.



## Book Reviews



ROBERT G. FISK and EARL R. GABLER, *Review Editors*

*How to Become a Better Reader*, by PAUL WITTY. Chicago: Science Research Associates, 1953. 304 + 12 pages, cloth \$4.16, paper \$3.08.

This is a practical self-help book for retarded readers at the secondary level (and beyond), specializing in the *know-how* of becoming a more competent reader. Each of the twenty well-organized lessons begins with the word *How*—How you can read faster, How you can find the main idea, How you can build a vocabulary, for example—and numerous efficiency devices for keeping track of progress are scattered through the pages: time boxes, check lists, tables and graphs, and the design for a Progress Folder.

The book should be a boon to those conducting study-skills clinics or reading centers. Each of the lessons is definite and to the point and leads somewhere. Explanations are clear and set the reader quickly on the track he is to follow.

In addition to the twenty specific lessons, aimed at particular skills, there is a general reading program occupying approximately one-half the space in the book. Included here are selections carefully chosen to give further practice in the skills introduced in the first part of the book, as well as classified book lists for further follow-up.

To this reviewer, there is only one disappointment in the book: In the two lessons (Nos. 12 and 17) dealing with the more subtle skills of imaginative response involved in reading literature, the analysis of the reading job seems inadequate.

LUELLA B. COOK

Consultant in Curriculum Development  
Minneapolis Public Schools  
Minneapolis, Minn.

*Mathematics for the Consumer* (rev. ed.), by FRANCIS G. LANKFORD, JR., RALEIGH SCHORLING, and JOHN R. CLARK. Yonkers: World Book Co., 1953. 438 pages, \$2.76.

The authors of this book have used practical problems which high-school students will meet as consumers. *Mathematics for the Consumer* might be used as a textbook for students in the 10th grade but vocabulary, writing style, and illustrations make it better suited to the needs of students in the 11th and 12th grades. Twelfth graders are close to the time when they will need to make budgets, obtain bank loans, make investments, buy insur-

ance, pay taxes, and contribute to social security.

Illustrations are used throughout the book to depict situations in which all consumers find themselves. The book could be used as a text for classes in business mathematics, general mathematics, economics, or consumer education.

Each of the seven units of the text is concluded with a test covering material in that unit. All seven units deal with consumer problems and have these titles: How to Handle Statistics, Better Buyman-ship, Using Consumer Credit, At Home and on the Job, Investments, Greater Security, and Taxation. The book is concluded with a "Computation Workshop," which deals with the four fundamental processes and percentage.

MARGARET ARMSTRONG

New York State College for Teachers  
Albany, N. Y.

*Our Moral and Religious Resources: A Guide for Discussion with Questions and References*, compiled by BENSON Y. LANDIS. New York: National Conference of Christians and Jews, Inc., 1953. 72 pages, 25 cents.

This pamphlet makes available to study groups on college campuses, and/or in church or other community settings study outlines on pertinent problems having significant religious implications for our times. Seven problem areas are defined, helpful excerpts from recent publications are presented in "source book" style, and a bibliography is also included.

The problem areas include: (1) Religious Sources of Our National Life, (2) Confronting Communism, (3) Integrity in Civic Affairs, (4) Family Life, (5) The Social Teachings of Religious Institutions, (6) International Relationships, and (7) New Resources Through Understanding and Cooperation.

The significance of this publication seems to lie in the possibilities of promoting on a wide scale nationally a better understanding of and appreciation for our moral and religious resources for meeting and coping with our most insistent social problems. The group-discussion approach is a sound technique for achieving this goal. In this study guide the National Conference of Christians and Jews has made a signal contribution.

E. E. SAMUELSON, Dean

Central Washington College of Education  
Ellensburg, Wash.

*Functional Mathematics, Book 1*, by WILLIAM A. GAGER, MILDRED H. MAHOOD, CARL N. SHUSTER, FRANKLIN W. KOKOMOOR. 434 pages, \$2.96.

*Functional Mathematics, Book 2*, by WILLIAM A. GAGER, CHARLOTTE CARLTON, CARL N. SHUSTER, FRANKLIN W. KOKOMOOR. 447 pages, \$2.96. New York: Charles Scribner's Sons, 1953.

Book 1 is aimed for grade 9, and Book 2 for grade 10.

These books do not represent "general" mathematics, in the sense of a watered-down course for pupils of lower ability. The authors have drawn from arithmetic, algebra, geometry, and trigonometry, with a stated aim to present "mathematics which function in the daily life of the student."

Book 1 is concerned first with the use of numbers in measurement, statistical tables and graphs, mathematics in business, also insurance and taxation, and many of the facts and ideas found in about half of the usual first book in plane geometry. It then manages to cover most of the conventional content of first-year algebra, with regard to processes and manipulations, but presents very little work in problems.

Book 2 then goes somewhat deeply into insur-

ance, savings, and investments. It then completes coverage of the main facts of a first book in plane geometry, and provides a mild introduction to deductive reasoning. Algebra then continues with the topics of dependence, a study of the use of the discriminant, the graphs of the parabola, hyperbola, circle, ellipse. Then follow a chapter on taxes and a well-integrated chapter on measurements and approximate numbers which, after dealing ingeniously with many areas and volumes, goes on into the facts of angle measure in a circle, similar triangles and polygons, the trigonometry of the right triangle. Next is a good chapter on vectors.

Summarizing for the two-book series: the net result would seem to be that a student or a class using Book 1 (grade 9) could continue in a conventional 10th-grade mathematics course—be it geometry or intermediate algebra (But note again the scarcity of work in problems, in Book 1). Book 2 seems to be more suitable for a terminal course in mathematics. However, it could precede a more conventional tenth-grade mathematics course.

The authors present rigorous mathematics. They stress basic mathematical concepts and principles, as well as insight and understanding. The explanatory and topic development pages are thorough, and excellent for the student who is learning to read mathematics, or for pupils who are absent. Other high points of these books are the spiral development, excellent and plentiful chapter reviews and tests. Page appearance is especially pleasing.

ANDREW F. CRAFTS  
Scarsdale High School  
Scarsdale, N. Y.

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*Organizing for Curriculum Improvement*, by RONALD C. DOLL, in association with A. HARRY PASSOW and STEPHEN M. COREY (Horace Mann-Lincoln Institute Pamphlet). New York: Bureau of Publications, Teachers College, Columbia University, 1953. 77 pages, \$1.

Curriculum development used to be the sole prerogative of administrators and college professors. Implementation of democratic principles, in American public schools, has resulted in recognizing the right of teachers, pupils, parents, and other citizens to share the responsibility for improvement of the educational program.

Three approaches to curriculum projects are described in this pamphlet: centralized, decentralized, and centrally-coordinated. From analysis of the three points of view, in the light of nine valid criteria established to guide curriculum workers, the authors determine the superior values of central coordination.

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The pamphlet will be useful as a resource reference to school administrators and to students whenever the principles of, as well as practical projects in, curriculum development and in-service education are under discussion.

GERTRUDE NOAR, Dir.  
Dept. of Education  
Anti-Defamation League of B'nai B'rith  
212 Fifth Ave.  
New York, N. Y.

*The Moon*, by GEORGE GAMOW. New York: Henry Schuman, Inc., 1953. 118 pages, \$2.50.

Dr. Gamow, Russian-born scientist of George Washington University, has added another to his long list of science popularizations, this time in Schuman's new "Man and His World" series. The present volume is slim pickings in comparison to such successes as *The Creation of the Universe*,

*The Birth and Death of the Sun*, and *Biography of the Earth*, and is padded but not improved by such items as a twelve-page excerpt from Jules Verne and eight pages in two languages of a somewhat incomprehensible poem of Rostand. In spite of references to such very recent items as the "rocket ship" issue of *Colliers*, Dr. Gamow has not kept up with current geological ideas on the origin of Arizona's Meteor Crater.

The little book, though no particular contribution to the long list already available on the topic, makes for enjoyable reading, and is written in the author's very successful lively style.

EDWIN V. VAN AMRINGE, Chairman  
Dept. of Physical Sciences  
Pasadena City College  
Pasadena, Calif.

*Education and Liberty*, by JAMES BRYANT CONANT. Cambridge: Harvard University Press, 1953. 168 pages, \$3.

This book, based on lectures delivered at the University of Virginia under the Page-Barbour Foundation in February of 1952, resembles numerous volumes of the past few years—it is about education. Like several previous statements by James B. Conant, distinguished American scientist and edu-



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cator, *Education and Liberty* is important not only because of observations made concerning public education but also because of conclusions set forth.

The first part offers a succinct over-all survey of the patterns of secondary education in five countries—England, Australia, New Zealand, Scotland, and the United States. Observed is the fact that throughout the British Commonwealth (always excepting Canada) graduates of both private and tax-supported high schools more often than not enter industrial life without attending a university. This fact holds true even for those in inherited positions of influence and responsibility. As Conant states, this observation is difficult for Americans to understand, but is of the first importance in comprehending the British scene.

Within the limits of this brief description and interpretation, it is not possible to do more than underscore certain of the more provocative and controversial features of the book. Several are pertinent and illustrative.

"If one wished generation after generation to perpetuate class distinction based on hereditary status in a given society, one would certainly demand a dual system of schools." This statement of Conant's may seem absurd to those who hold that the pride and glory of our democratic society is its accommodation of religious and cultural cleavages. Conant says further, "A dual system serves and helps to maintain group cleavages, the absence of a dual system does the reverse." He cites the case of the Province of Quebec, where a majority of the people wish to perpetuate two different cultural groups.

Another topic considered is the conflict between general education for ALL American youth and the special education of a gifted few for professional careers. The reader will recall that Conant was a member of the Educational Policies Commission when it published a report entitled *Education for All American Youth*, a volume which recommends common curriculums for all, emphasizes work experience, social studies, and vocational training. The reader will also recall Conant's article in the October 1948 issue of the *Atlantic Monthly*, in which he suggested that administrators and teachers sponsor a sort of national commission for the identification of talented youth. In *Education and Liberty*, Conant urges public-school administrators to recognize the validity of some of the criticism now directed against them in terms of the failure of the high school to provide adequate education for the gifted. And he proposes combining the British concern for training the intellectually gifted with the American demand for general education for all future citizens.

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*The following excerpts are clues to good professional reading in THE CLEARING HOUSE for November.*

Incoming freshmen at the midyear in February 1953 indicated a similar range of reading abilities, with 50 per cent again at or below the sixth-grade level and with a little less than 20 per cent at or above the ninth.—*Vivian Zinkin*, p. 133.

Today man faces the choice of limiting birth on a world-wide scale or, in the near future, catastrophe like the "black death," the elimination of millions by warfare, mass starvation on a scale never heretofore known, or the gradual lowering of the level of nutrition and health of all mankind.—*Paul H. Landis*, p. 138.

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Career Day, even though it is favored so widely, cannot produce in one day the hoped-for results that both teachers and pupils would like. The time is short, for one thing, and the experiences afforded the pupils are vicarious.—*Edwin A. Fensch*, p. 152.

Many courses in chemistry and physics still consist of the same "cook-book" laboratory exercises that were performed by the alchemists. The popularity of these courses is quite evident in the monotonous decline in enrolments.—*Mallinson and Buck*, p. 159.

Putting out a school paper is a major job, as any harassed publications adviser will admit. In fact, some advisers of long standing (if any hardy souls survive to old age in this job) claim that the task of moderating a school paper in addition to regular classes, homeroom duties, and other extracurricular activities is an impossible burden. This is the solution one adviser has found workable.—*Sister Helen Marie, O.S.F.*, p. 162.

As schools are now organized, the program of studies cannot be broadened without sufficient pupils and sufficient money. Economic administration cannot justify a universal educational smorgasbord in most high schools, where group instruction is the mode. The same limitations do not obtain to the same degree to constrain the extra-curricular program.—*J. R. Shannon*, p. 169.

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EDNA LUE FURNESS

University of Wyoming

*Carpentry for the Building Trades* (2nd ed.), by E. A. LAIR. New York: McGraw-Hill Book Co., Inc., 1953. 310 pages, \$3.60.

It is gratifying to find a high-school teacher-author who writes a book that (considering its size) covers its subject matter thoroughly, in a modern manner, and is abreast of the best thinking today in the construction field. Mr. Lair and many of the leaders in this field in the Chicago area agree that the benefits derived from scale models are questionable, that full-scale models are necessary to get a true picture. Too many of us are still living in the scale-model days.

The table of contents is well organized and clearly shows the reader what is covered in each chapter.

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Mr. Lair's choice of words is certainly within the scope of most high-school students. Any normal high-school student can get a pretty clear picture of the materials and processes being explained.

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H. F. MCKEE, Head

Industrial Arts Dept.

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*Education for Self-Understanding—The Role of Psychology in the High School Program*, by ARTHUR T. JERSILD, KENNETH HELFANT, and ASSOCIATES (Horace Mann-Lincoln Institute of School Experimentation). New York: Bureau of Publications,

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Teachers College, Columbia University,  
1953. 54 pages, paper bound, 85 cents.

This pamphlet constitutes a report on a group conference of the authors and sixteen high-school teachers who were engaged in teaching high-school psychology. They were concerned with how schools might help students gain greater "insight" into themselves and others and thus acquire healthier attitudes and reactions toward themselves and others.

Some of the major conclusions were: (1) the extent and effects of personal and social ineffectiveness in our culture behoove the schools to help students learn as much about the dynamics of themselves (emotions and feelings) as the dynamics of external phenomena; (2) school-wide psychological experiences in self-understanding need planned study and emphasis; (3) teachers must understand themselves before they can help students grow in self-understanding; (4) all teachers should have psychotherapeutic experience to insure more psychological "insight" into the emotional needs and problems of students (Why omit administrators?); (5) high-school psychology should have personal orientation conducted by highly qualified teachers; (6) there must be administrative and community acceptance of the program.

It is recommended that the reader study the last two chapters first. Otherwise, he may impute magic to the, as yet, poorly defined concept of self-understanding. The critical reader may feel he is being told how to cook, serve, and eat "Zoobie," before he knows what it is or how to get it. Many other assumptions go unqualified. Despite these shortcomings, the pamphlet is something most educators will likely find fresh and constructive and professionally stirring.

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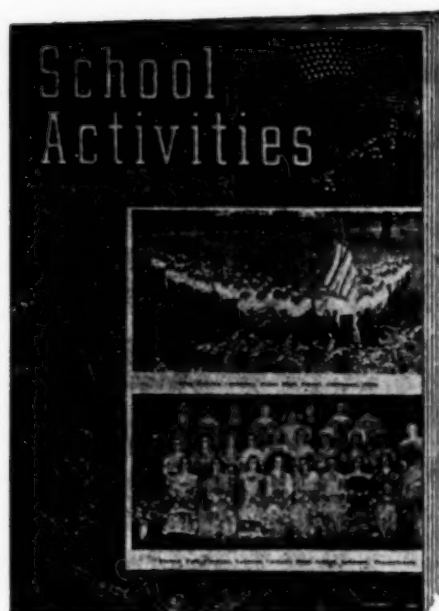
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